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ABSTRACT

This directory for literacy workers and adult educators lists adult literacy organizations (not including universities and institutes) which offer training courses to literacy personnel in four geographic regions of the world. The directory begins with an overview of the survey which was done to collect the data used to compile the directory and includes a summary of the findings and conclusions; the remainder contains five sections of directory information. The first four sections cover four geographic regions (Africa, Arab States, Asia and Oceania, and Latin America and the Caribbean) and are organized alphabetically by geographical region, by countries within each region, and by organizations within each country. Each of the 155 entries contained in these sections includes some or all of the following: organization name and address, head of organization, type of organization, year of establishment, organizations assisted, cooperating agencies, aims and objectives, summary of literacy activities since January 1975, staffing, training courses offered to staff, training courses offered to the staff of other organizations, and additional information. The last section contains four entries of supplementary organizations, each including the same information as described above. The survey questionnaire is appended. (For a directory listing universities and institutes which offer training courses, see CE 014 789.) (EM)

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DIRECTORY

ORGANIZATIONS OFFERING LITERACY TRAINING COURSES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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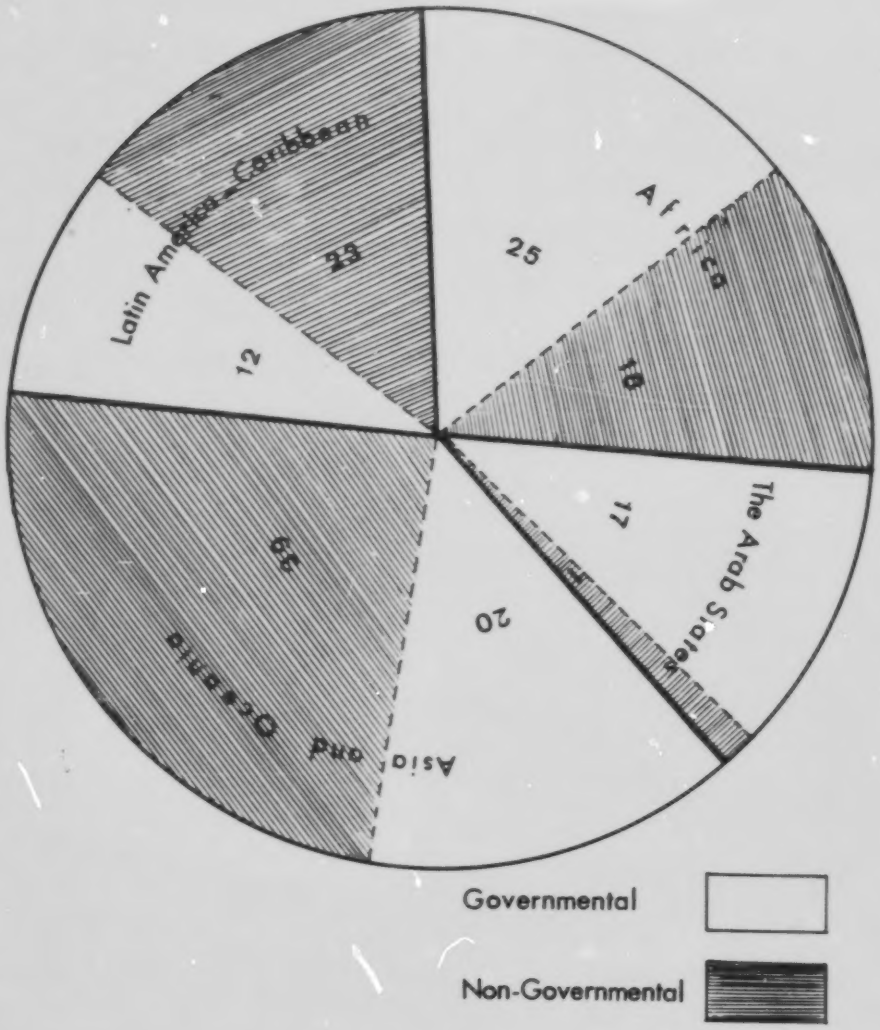
NUMBER OF ORGANIZATIONS



CONTENTS

	Page
Preface	iii
Overview	v
Africa	1
The Arab States	57
Asia and Oceania	85
Latin America and the Caribbean	159
Supplements	201
Appendix Questionnaire	209

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This directory was prepared by the Programme Unit of the International Institute for Adult Literacy Methods (IIALM). The extraction of information from Arabic, English, French and Spanish questionnaires was prepared by Mr. Omar Mustaffa-Kedah, Mr. K. D. Sharma, Ms. Janet F. Cobb, Mrs. Paula Campos de Rozsavolgyi of the Programme Unit. The overview was done by Mr. K. D. Sharma and Mr. Omar Mustaffa-Kedah.

PREFACE

This directory has been prepared upon the request of the Literacy and Rural Development Division, Unesco. Its primary purpose is to list adult literacy organizations offering training courses to literacy personnel of various categories. It is hoped that this information will be found useful by literacy workers and adult educators and will facilitate contacts among them.

INFORMATION ARRANGEMENT

The following 12 heads indicate the information corresponding to the numbered entries in the directory:-

1. Name of organization
2. Address of organization
3. Head of organization
4. Type of organization (governmental or non-governmental)
5. Year of establishment
6. Organizations assisted (organizations receiving assistance from the above named organization)
7. Co-operating agencies (agencies assisting the above named organization)
8. Aims and objectives
9. Summary of literacy activities since January 1975
10. Staffing (full-time or part-time)
11a. Training courses offered to staff (pre-service/in-service, or both pre-service and in-service)
11b. Training courses offered to the staff of other organizations (occasional/regular, or regular and occasional)
12. Additional information

ORGANIZATION

For the convenience of the users, the directory has been organized as follows:

- By geographical regions: Africa, Arab States, Asia and Oceania, Latin America and the Caribbean
- Alphabetical order by countries within each region
- Alphabetical order by organizations within each country.

Inquiries for future entry into the directory and updating of activities should be sent to:

Director,
I.I.A.L.M.,
P.O. Box 1555,
Tehran, IRAN.

Lastly, the IIALM wishes to thank all organizations which responded to our inquiry.

John W. Ryan,
Director, IIALM.

OVERVIEW

Adult literacy is receiving increased attention in the world since it is felt that literacy is linked with the overall development of society. In order for professionals and practitioners to share innovative experiences, it is essential that they know the programmes of the various literacy organizations. The purposes of the survey conducted by the IIALM are:

1. To identify adult literacy organizations and their specific aims and objectives in the field of literacy.
2. To document the most recent activities of the organizations included.
3. To find out the training arrangements made for different categories of literacy personnel.

The survey covered the regions of Africa, the Arab States, Asia and Oceania, Latin America and the Caribbean. Information was collected by means of a mailed questionnaire.* The Institute's questionnaire was initially sent out during March-April, 1977 and a second despatch was made in July to organizations which had not responded to the previous request.

As mentioned above, the inquiry was limited to organizations working exclusively in the area of adult literacy or which included literacy work among their activities. The aims and activities reported by these organizations can be summarized as follows:

- offered simple basic literacy courses/follow-up courses to adults
- combined literacy teaching with practical training, i.e., provided functional literacy courses
- prepared reading/writing materials for illiterate adults, follow-up materials for neo-literates and teaching materials for teachers
- organized seminars/conferences to promote the course of literacy; participated in seminars/conferences on the subject of literacy

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* The questionnaire is given in Appendix I, p. 209-211.

- celebrated International Literacy Day
- conducted training courses for their own staff and the literacy personnel of other organizations.

NUMBER OF ORGANIZATIONS

The addresses of adult literacy organizations identified by the Institute from national directories and Unesco's listings constituted the main point of contact. The Table given below lists the number of organizations approached for the inquiry, replies received and replies finally considered relevant for the directory.

Table I. Number of Organizations by Questionnaires Mailed, Replies Received and Replies Included by October 15, 1977

Region	Questionnaires mailed	Replies received		Replies included	
	Number	Number	%	Number	%
Africa	280	74	26.4	43	15.4
Arab States	100	25	25.0	18	18.0
Asia & Oceania*	297	116	39.1	59	19.9
Latin America & the Caribbean**	194	110	56.7	35	18.0
Total	871	325	37.3	155	17.8

* Responses from Asia and Oceania are combined because of the small number of questionnaires returned from Oceania

** Responses from Latin America and the Caribbean are combined because of the small number of questionnaires returned from the Caribbean.

The questionnaire was despatched to 871 organizations and returned by 325 organizations. In the final analysis, only 155 organizations were found to operate, either directly or indirectly, in the area of adult literacy and

their responses were tabulated for the directory's purpose. In all, the organizations selected for inclusion on a regional basis were: Africa 43, the Arab States 18, Asia and Oceania 59, Latin America and the Caribbean 35. Of the 37.3 per cent of organizations completing the Institute's questionnaire, 17.8 per cent were deemed appropriate for the purpose of the study. It may be said that although the number of organizations included in the directory is not very high, the response rate, considering the method of study, is satisfactory.

TYPES OF ORGANIZATIONS

Adult literacy programmes are organized by both governmental and non-governmental agencies. Data indicating the types of organizations that are engaged in literacy programmes in different regions are presented in Table II.

Table II. Distribution of Organizations by Region and Type

Region/Type	Governmental Number	%	Non-governmental Number	%	Total Number
Africa	25	58.1	18	41.9	43
Arab States	17	94.4	1	5.6	18
Asia & Oceania	20	33.9	39	66.1	59
Latin America & the Caribbean	12	34.3	23	65.7	35
Total	74	47.7	81	52.3	155

In all 74 responses from governmental organizations and 81 responses from non-governmental organizations were tabulated. Replies from organizations are distributed by type and regional basis as follows: governmental: Africa 25, Arab States 17, Asia and Oceania 20, Latin America and the Caribbean 12; non-governmental: Africa 18, Arab States 1, Asia and Oceania 39, Latin America and the Caribbean 23. This shows that more non-governmental

than governmental organizations responded to the inquiry. It can be inferred that in the Arab and African countries a greater number of governmental than of non-governmental organizations are dispensing literacy programmes. On the other hand, in Asia and Oceania, Latin America and the Caribbean, the number of non-governmental organizations involved in literacy work is higher than that of their governmental counterparts.

STAFFING

The general trend is to employ a small dedicated full-time core staff supplemented by part-time personnel mainly associated with field-type work. , Some non-governmental organizations, however, make considerable use of volunteer efforts to promote literacy teaching activities. The Table given below indicates the kinds of staff employed by the various agencies in the pursuit of their desired goals.

Table III. Distribution of Organizations by Type of Staff

Region/Staffing		Governmental Number	%	Non-governmental Number	%
Africa	Full-time	10	41.6	8	42.1
	Part-time	1	4.2	2	10.5
	Both	13	54.2	8	42.1
	Non-response	-	-	1	5.3
	Total	24	100.0	19	100.0
Arab States	Full-time	5	29.4	-	-
	Part-time	-	-	1	100.0
	Both	11	64.7	-	-
	Non-response	1	5.9	-	-
	Total	17	100.0	1	100.0
Asia and Oceania	Full-time	6	30.0	4	10.3
	Part-time	3	15.0	4	10.3
	Both	10	50.0	28	71.8
	Non-response	1	5.0	3	7.6
	Total	20	100.0	39	100.0

Region/Staffing		Governmental Number	%	Non-governmental Number	%
Latin America and the Caribbean	Full-time	2	16.7	8	34.8
	Part-time	-	-	-	-
	Both	8	66.6	11	47.8
	Non-response	2	16.7	4	17.4
	Total	12	100.0	23	100.0

1. In Africa the number of governmental and non-governmental organizations that employ exclusively full-time and both full- and part-time staff is higher than that of those exclusively employing part-time staff to execute their programmes.

2. The governmental organizations in the Arab region make greater use of both full- and part-time staff than of exclusively full-time personnel to conduct literacy work. The single non-governmental organization responding to the questionnaire depends entirely on part-time personnel.

3. In Asia and Oceania, the majority of governmental (50%) and non-governmental (71.8%) organizations employ both full- and part-time staff to conduct adult literacy programmes. Thirty per cent of the governmental organizations work with full-time and 15 per cent with part-time staff, whereas 10.3 per cent of the non-governmental organizations recruit full-time personnel to execute their programmes.

4. To support and implement literacy activities in Latin America and the Caribbean, a good many governmental (66.6%) and non-governmental (47.8%) organizations employ both full- and part-time personnel. None of the organizations in this region depends solely on part-time staff. However, the percentages of governmental and non-governmental organizations recruiting full-time staff to run their programmes are 16.7 and 34.8 respectively.

INTERNATIONAL ASSISTANCE

The distribution of international assistance varies both within and between the regions. Our primary interest in the inquiry was to identify organizations which received international assistance to promote their programmes, no matter what form that assistance might take. Relevant data are given in Table IV.

1. All regions receive some kind of international assistance in adult literacy programmes.

2. The dependence of governmental organizations on the international agencies varies from nominal to significant. Fifty-two per cent of the African organizations, 30 per cent of the Asian and Oceanian organizations, 23.5 per cent of the Arab organizations and just 8.3 per cent of the Latin American and Caribbean organizations receive international assistance.

3. The non-governmental organizations benefit more from international assistance than the governmental ones. The extent to which international assistance to non-governmental organizations has been distributed among the region is: Latin American and the Caribbean 60.9 per cent; Africa 55.6 per cent; Asia and Oceania 25.6 per cent.

YEAR OF ESTABLISHMENT

It is generally believed that voluntary efforts to combat illiteracy among adults preceded government programmes. To ascertain the year of establishment of organizations in different regions, data were analyzed as follows: organizations set up in or before 1960, between 1961 and 1970, and in or after 1971.

Table IV. Distribution of Organizations by Region, Type and Receipt of International Assistance

Region \ Type	Governmental				Non-governmental			
	Assistance received	%	Not received	%	Assistance received	%	Not received	%
Africa	13	52.0	12	48.0	10	55.6	8	44.4
Arab States	4	23.5	13	76.5	-	-	1	100.0
Asia and Oceania	6	30.0	14	70.0	10	25.6	29	74.4
Latin America & the Caribbean	1	8.3	11	91.7	14	60.9	9	39.1
Total	24	32.4	50	67.6	34	42.0	47	58.0

Table V. Distribution of Organizations by Region, Type and Year of Establishment

Region	1960 or earlier		1961 - 1970		1971 or later		Non-response	
	Number	%	Number	%	Number	%	Number	%
Africa:								
Governmental	3	12.0	13	52.0	6	24.0	3	12.0
Non-governmental	5	27.7	7	38.9	4	22.3	2	11.1
Total	8	18.6	20	46.5	10	23.3	5	11.6
Arab States:								
Governmental	4	23.5	5	29.4	7	41.2	1	5.9
Non-governmental	-	-	1	100.0	-	-	-	-
Total	4	22.2	6	33.3	7	38.9	1	5.6
Asia & Oceania:								
Governmental	7	35.0	7	35.0	5	25.0	1	5.0
Non-governmental	25	64.1	11	28.2	3	7.7	-	-
Total	32	54.2	18	30.5	8	13.6	1	1.7
Latin America & the Caribbean:								
Governmental	3	25.0	4	33.3	3	25.0	2	16.7
Non-governmental	4	17.4	16	69.6	3	13.0	-	-
Total	7	20.0	20	57.2	6	17.1	2	5.7
Total Governmental	17	23.0	29	39.2	21	28.4	7	9.4
Total Non-governmental	34	42.0	35	43.2	10	12.3	2	2.5
Grand Total	51	32.9	64	41.3	31	20.0	9	5.8

The following observations may be made:

1. In Africa, 12 per cent of the governmental organizations were set up in or before 1960 whereas during the same period 27.7 per cent of the non-governmental organizations were established. Since then the increase in the number of governmental organizations has exceeded that in the number of non-governmental organizations.

2. The Arab Countries, with the exception of one organization, depend exclusively on governmental resources to promote their literacy programmes. Of the governmental organizations, 23.5 per cent and 29.4 per cent were set up in or before 1960 and between 1961 and 1970 respectively. However, the increase in the number of such organizations in or after 1971 was higher than that in the previous years.

3. In Asia and Oceania, the majority of non-governmental organizations are quite long established. Of these organizations, 64.1 per cent appeared in or before 1960, whereas during the same period the percentage of governmental organizations established was 35.0. In or after 1971, however, more governmental than non-governmental organizations came into being.

4. In the Latin American and Caribbean region, 25 per cent of the governmental organizations, as compared to 17.4 per cent of the non-governmental organizations, were created in or before 1960. The percentage of non-governmental organizations which came into being between 1961 and 1970 was substantially higher than that of their governmental counterparts. However, the percentage of governmental organizations started in or after 1971 was almost double that of non-governmental organizations.

STAFF TRAINING

The mode of staff training generally adopted by literacy organizers can be divided into three categories: pre-service courses, in-service courses and combined pre- and in-service courses. The Table given below indicates the

the types of courses that have been employed to train literacy personnel in different regions of the world.

Table VI. Distribution of Training Programmes by Region and Type of Organization

Region	Training programmes	Governmental		Non-governmental	
		Number	%	Number	%
Africa	Pre-service	4	16.0	1	5.6
	In-service	1	4.0	2	11.1
	Both	18	72.0	8	44.4
	Non-response	2	8.0	7	38.9
	Total	25	100.0	18	100.0
Arab States	Pre-service	2	11.8	-	-
	In-service	4	23.5	-	-
	Both	7	41.2		
	Non-response	4	23.5	1	100.0
	Total	17	100.0	1	100.0
Asia & Oceania	Pre-service	-	-	2	5.1
	In-service	9	45.0	9	23.1
	Both	8	40.0	24	61.5
	Non-response	3	15.0	4	10.3
	Total	20	100.0	39	100.0
Latin America & the Caribbean	Pre-service	-	-	4	17.4
	In-service	4	33.3	-	-
	Both	8	66.7	16	69.6
	Non-response	-	-	3	13.0
	Total	12	100.0	23	100.0

On the basis of the data presented in Table VI the following generalizations may be made:

1. The majority of organizations, whether governmental or non-governmental, provide professional training for their own staff members.

2. Both governmental and non-governmental organizations generally make use of combined pre- and in-service courses for the training of literacy personnel.

3. In the African countries, the majority of governmental (72.0%) and non-governmental (44.4%) organizations offer combined pre- and in-service courses to train literacy personnel. The percentages of governmental organizations providing either pre-service courses or in-service courses exclusively are 16.0 and 4.0 respectively. Conversely, the percentages of non-governmental organizations training literacy personnel exclusively through pre-service or in-service courses are found to be 5.6 and 11.1 respectively. In other words, pre-service courses are more frequently offered by governmental organizations and less frequently by non-governmental organizations, whereas in-service courses tend to be provided by non-governmental rather than governmental organizations.

4. In the Arab region, all adult literacy organizations except one are government-sponsored. The training courses made available to literacy personnel can be ranked in the following order: combined pre- and in-service courses (41.2%), in-service courses (23.5%), pre-service courses (11.8%), and non-response (23.5%).

5. In Asia and Oceania, 40 per cent of the governmental organizations and 61.5 per cent of the non-governmental organizations offer combined pre- and in-service courses to their literacy staff. None of the governmental organizations in the region relies exclusively on pre-service courses to train literacy personnel, but about 45 per cent of such organizations offer only in-service training courses. Of the non-governmental organizations, 5.1 per cent and 23.1

per cent organize pre-service courses and in-service courses respectively.

6. In the Latin American and Caribbean countries, the majority of governmental (66.7%) and non-governmental organizations (69.6%) make use of combined pre- and in-service courses to train various categories of literacy personnel. No governmental organization offers exclusively pre-service courses, and likewise no non-governmental organization depends solely on in-service courses to train literacy workers. The percentage of governmental organizations providing exclusively in-service courses is 33.3, whereas the percentage of non-governmental organizations using exclusively pre-service courses to prepare literacy personnel is 17.4.

TYPES OF STAFF TRAINING COURSES

Literacy programmes are generally implemented by persons with inadequate formal job preparation. With the growing ralization that literacy constitutes a specialized activity, the training of literacy personnel is receiving greater emphasis. The survey aimed to find out how the various categories of literacy personnel are prepared for the successful accomplishment of their specific duties. The following Table presents a detailed description of pre-service courses, in-service courses and combined pre- and in-service courses (pp. xviii - xxi).

1. Altogether, the percentages of governmental and non-governmental organizations providing training for literacy teachers are 77 per cent respectively. Taking into account all the organizations of the various regions, an equal number of governmental and non-governmental organizations are training literacy teachers, but comparatively few organizations offer pre-service courses exclusively.

The number of non-governmental organizations that arrange combined pre- and in-service courses exceeds that of those providing either pre-service or in-service courses exclusively. However, an equal number of governmental organizations offer combined pre- and in-service courses and exclusively in-service courses.

2. The percentages of governmental and non-governmental organizations training literacy trainers are 45 and 46 respectively. When the overall status of literacy trainers' training is considered, combined pre- and in-service courses are seen to be the predominant means adopted by all types of organizations in order to prepare this category of personnel for their job. Training programmes which take second place in preparing trainers, in both governmental and non-governmental organizations, are exclusively in-service and pre-service courses respectively. No non-governmental organization uses in-service courses alone; and a very small number of governmental organizations employ only pre-service courses to prepare literacy trainers.

3. The percentages of governmental and non-governmental organizations in the regions covered by the inquiry that provide training facilities for literacy supervisors are 64 and 53 respectively. In other words, a greater number of governmental organizations have training programmes for literacy supervisors.

Taking all regions into consideration, the majority of governmental organizations train literacy supervisors through in-service courses, followed by combined pre- and in-service courses and then pre-service courses. On the other hand, the types of training courses provided by the non-governmental organizations to improve supervisors'

TABLE VII. DISTRIBUTION OF TRAINING PROGRAMMES FOR OWN ORGANIZATION STAFF BY REGION AND TYPE

Region / Training Course	LITERACY TEACHERS					
	Governmental			Non-governmental		
	No.	% of (i)	% of (ii)	No.	% of (i)	% of (ii)
I. AFRICA						
a. Pre-service	3	18	12	2	18	11
b. In-service	4	23	16	3	27	17
c. Both	10	59	40	6	55	33
i. Total a, b, c	17	100	68	11	100	61
ii. Total organizations	25	-	100	18	-	100
II. ARAB STATES						
a. Pre-service	2	17	12	-	-	-
b. In-service	6	50	35	-	-	-
c. Both	4	33	24	-	-	-
i. Total a, b, c	12	100	71	-	-	-
ii. Total organizations	17	-	100	1	-	100
III. ASIA AND OCEANIA						
a. Pre-service	1	6	5	6	20	15
b. In-service	10	63	50	7	23	18
c. Both	5	31	25	17	57	44
i. Total a, b, c	16	100	80	30	100	77
ii. Total organizations	20	-	100	39	-	100
IV. LATIN AMERICA & THE CARIBBEAN						
a. Pre-service	1	8	8	8	38	35
b. In-service	5	42	42	1	5	4
c. Both	6	50	50	12	57	52
i. Total a, b, c	12	100	100	21	100	91
ii. Total organizations	12	-	100	23	-	100
TOTAL REGIONS						
a. Pre-service	7	12	9	16	26	20
b. In-service	25	44	34	11	18	14
c. Both	25	44	34	35	56	43
i. Total a, b, c	57	100	77	62	100	77
ii. Total organizations	74	-	100	81	-	100

Table VII continued.

LITERACY TRAINERS						LITERACY SUPERVISORS					
Governmental			Non-governmental			Governmental			Non-governmental		
No.	% of (i)	% of (ii)	No.	% of (i)	% of (ii)	No.	% of (i)	% of (ii)	No.	% of (i)	% of (ii)
3	27	12	1	20	6	2	14	8	-	-	-
2	18	8	-	-	-	5	36	20	2	33	11
6	55	24	4	80	22	7	50	28	4	67	22
11	100	44	5	100	28	14	100	56	6	100	33
25	-	100	18	-	100	25	-	100	18	-	100
-	-	-	-	-	-	-	-	-	-	-	-
5	71	29	-	-	-	5	71	29	-	-	-
2	29	12	-	-	-	2	29	12	-	-	-
7	100	41	-	-	-	7	100	41	-	-	-
17	-	100	1	-	100	17	-	100	1	-	100
-	-	-	6	35	16	1	7	5	5	23	13
4	44	20	-	-	-	9	64	45	6	27	15
5	56	25	11	65	28	4	29	20	11	50	28
9	100	45	17	100	44	14	100	70	22	100	56
20	-	100	39	-	100	20	-	100	39	-	100
-	-	-	5	33	22	1	8	8	7	47	30
2	33	17	-	-	-	4	33	33	1	6	5
4	67	33	10	67	43	7	59	59	7	47	30
6	100	50	15	100	65	12	100	100	15	100	65
12	-	100	23	-	100	12	-	100	23	-	100
3	9	4	12	32	15	4	8	6	12	28	15
13	39	18	-	-	-	23	49	31	9	21	11
17	52	23	25	68	31	20	43	27	22	51	27
33	100	45	37	100	46	47	100	64	43	100	53
74	-	100	81	-	100	74	-	100	81	-	100

Table VII continued.

LITERACY ORGANIZERS						WRITERS OF INSTRUCTIONAL MATERIALS					
Governmental			Non-governmental			Governmental			Non-governmental		
No.	% of (i)	% of (ii)	No.	% of (i)	% of (ii)	No.	% of (i)	% of (ii)	No.	% of (i)	% of (ii)
2	17	8	-	-	-	2	18	8	-	-	-
3	25	12	2	33	11	3	27	12	-	-	-
7	58	28	4	67	22	6	55	24	1	100	6
12	100	48	6	100	33	11	100	44	1	100	6
25	-	100	18	-	100	25	-	100	18	-	100
2	40	12	-	-	-	-	-	-	-	-	-
2	40	12	-	-	-	2	67	12	-	-	-
1	20	5	-	-	-	1	33	6	-	-	-
5	100	29	-	-	-	3	100	18	-	-	-
17	-	100	1	-	100	17	-	100	1	-	100
1	10	5	5	23	13	-	-	-	3	23	7
5	50	25	9	41	23	3	50	15	5	39	13
4	40	20	8	36	20	3	50	15	5	38	13
10	100	50	22	100	56	6	100	30	13	100	33
20	-	100	39	-	100	20	-	100	39	-	100
1	20	8	6	46	26	-	-	-	4	50	18
1	20	8	2	15	9	2	40	17	3	38	13
3	60	25	5	39	22	3	60	25	1	12	4
5	100	41	13	100	57	5	100	42	8	100	35
12	-	100	23	-	100	12	-	100	23	-	100
6	19	8	11	27	14	2	8	3	7	32	9
11	34	15	13	32	16	10	40	13	8	36	10
15	47	20	17	41	21	13	52	18	7	32	8
32	100	43	41	100	51	25	100	34	22	100	27
74	-	100	81	-	100	75	-	100	81	-	100

Table VII continued.

WRITERS OF MATERIALS FOR NEW LITERATES						EVALUATORS AND RESEARCHERS					
	Governmental			Non-governmental			Governmental			Non-governmental	
No.	% of (i)	% of (ii)	No.	% of (i)	% of (ii)	No.	% of (i)	% of (ii)	No.	% of (i)	% of (ii)
1	12	4	-	-	-	1	17	4	-	-	-
3	38	12	-	-	-	1	17	4	-	-	-
4	50	16	3	100	17	4	66	16	-	-	-
8	100	32	3	100	17	6	100	24	-	-	-
25	-	100	18	-	100	25	-	100	18	-	100
-	-	-	-	-	-	1	33	6	-	-	-
1	50	6	-	-	-	2	67	12	-	-	-
1	50	6	-	-	-	-	-	-	-	-	-
2	100	12	-	-	-	3	100	18	-	-	-
17	-	100	1	-	100	17	-	100	1	-	100
-	-	-	-	-	-	1	14	5	1	11	3
1	25	5	5	56	13	4	57	20	6	67	15
3	75	15	4	44	10	2	29	10	2	22	5
4	100	20	9	100	23	7	100	35	9	100	23
20	-	100	39	-	100	20	-	100	39	-	100
-	-	-	1	12	4	-	-	-	-	-	-
2	29	16	3	38	13	1	33	8	1	17	4
5	71	42	4	50	18	2	67	17	5	83	22
7	100	58	8	100	35	3	100	25	6	100	26
12	-	100	23	-	100	12	-	100	23	-	100
1	5	1	1	5	1	3	16	4	1	6	1
7	33	9	8	40	10	8	42	11	7	47	9
13	62	18	11	55	14	8	42	11	7	47	9
21	100	28	20	100	25	19	100	26	15	100	19
74	-	100	81	-	100	74	-	100	81	-	100

professional competencies are: combined pre- and in-service courses, pre-service courses and in-service courses, in decreasing order of frequency. Thus we see that the majority of governmental organizations train literacy supervisors through in-service courses exclusively, whereas in the case of non-governmental organizations combined pre- and in-service courses are extensively used.

4. A total of 43 per cent of the governmental and 51 per cent of the non-governmental organizations possess facilities for preparing literacy organizers for their job. Both governmental and non-governmental organizations tend to train literacy organizers by means of combined pre- and in-service courses, followed by exclusively in-service and exclusively pre-service courses.

5. Of the non-governmental and governmental organizations 34 per cent and 27 per cent respectively offer training programmes for writers of instructional materials. The government-sponsored organizations generally use combined pre- and in-service courses, closely followed by in-service courses alone, to train this category of literacy personnel. However, in the case of non-governmental organizations the three types of courses are almost equally prevalent.

6. The percentages of governmental and non-governmental organizations training writers of reading materials for neo-literates are 28 and 25 respectively. Responses indicate that training courses offered by both types of organizations to prepare writers are, in order of importance, combined pre- and in-service courses and exclusively in-service courses. However, the number of governmental and non-governmental organizations which provide exclusively pre-service courses is negligible.

7. In all, 26 per cent of the governmental and 19 per cent of the non-governmental organizations provide training for evaluators and researchers. The data show that an almost equal number of governmental and non-governmental organizations arrange either combined pre- and in-service courses or exclusively in-service courses for evaluators and

researchers. However, the number of organizations preparing this category of personnel by means of pre-service courses alone is very small.

TRAINING OF PERSONNEL BELONGING TO OTHER ORGANIZATIONS

Three types of training courses, regular, occasional and a combination of regular and occasional, may be offered to prepare the literacy personnel of other organizations for their job. Data showing the most and least frequent modes of training are set out in the following Table.

Table VIII. Distribution of Training Programmes for Staff Members of Other Organizations by Region and Type

Region	Type	Governmental		Non-governmental	
		Number	%	Number	%
Africa	Regular	10	40.0	4	22.2
	Occasional	2	8.0	1	5.5
	Both	-	-	2	11.1
	None	13	52.0	11	61.2
	Total	25	100.0	18	100.0
Arab States	Regular	2	11.8	-	-
	Occasional	1	5.8	-	-
	Both	5	29.5	-	-
	None	9	52.9	1	100.0
	Total	17	100.0	1	100.0
Asia & Oceania	Regular	4	20.0	8	20.5
	Occasional	4	20.0	5	12.8
	Both	2	10.0	11	28.2
	None	10	50.0	15	38.5
	Total	20	100.0	39	100.0
Latin America & the Caribbean	Regular	4	33.2	7	30.4
	Occasional	-	-	4	17.3
	Both	5	41.8	2	8.8
	None	3	25.0	10	43.5
	Total	12	100.0	23	100.0

On tha basis of Table VIII the following important findings emerge:

1. A considerable number of organizations in all regions, excluding the governmental organizations in Latin America and the Caribbean, do not offer any training courses to literacy personnel belonging to other organizations.

2. In Africa, the number of governmental organizations providing regular training courses for other than their own staff members exceeds that of those providing occasional courses. No governmental organization conducts both regular and occasional training courses for outside literacy personnel. On the other hand, courses arranged by non-governmental organizations for other than their own staff are regular, both regular and occasional and only occasional in decreasing order of frequency.

3. In the Arab region, governmental organizations train literacy personnel from other agencies mainly through a combination of regular and occasional courses, followed by regular and then occasional courses.

4. Equal numbers of governmental organizations in Asia and Oceania conduct exclusively regular or occasional training courses for outside literacy personnel. The number of governmental organizations using a combination of regular and occasional courses for this purpose is quite small.

On the other hand, the training courses employed by non-governmental organizations for the training of outside literacy personnel can be ranked in the following order: both regular and occasional, only regular and only occasional courses.

5. The majority of governmental organizations in Latin America and the Caribbean make provision for both regular and occasional courses, followed by regular courses, for outside literacy personnel. None of the governmental organizations offers occasional training courses.

On the contrary, courses offered by the non-governmental organizations to prepare outside literacy personnel can be ranked as follows: only regular courses, only occasional courses and a combination of regular and occasional courses.

CONCLUSIONS

From the data obtained it is difficult to draw conclusive results. At the most, the following tentative generalizations may be drawn:

1. In all 325 organizations responded to the Institute's questionnaire; 155 responses were found to be relevant to the inquiry.

2. In proportion to the overall return, responses from comparatively more non-governmental organizations and fewer governmental organizations were included for further analysis.

3. In the African and Arab States the percentage of governmental adult literacy organizations responding to the questionnaire was higher than that of non-governmental organizations. In the Arab States, there is only one non-governmental organization, as compared to 17 governmental organizations, engaged in adult literacy work. This indicates that governments in Africa and the Arab World have come to realize the value of literacy for their citizens and are making a concerted effort to support literacy programmes.

4. All organizations employ both full-time and part-time personnel to fulfil their commitments.

5. International assistance is obtained by both governmental and non-governmental organizations. The percentage of non-governmental adult literacy organizations benefitting from such assistance is higher than that of governmental organizations.

6. Excluding the one non-governmental organization in the Arab region, comparatively more non-governmental and fewer governmental organizations were established in or before 1960. However, the number of governmental organizations set up in or after 1971 exceeds that of their non-governmental counterparts. This shows that voluntary organizations were the first to realize the importance of literacy teaching, while government interest in this field seems to be more recent.

7. The majority of adult literacy organizations covered by the inquiry excluding the governmental organizations in Asia and Oceania, provide combined pre- and inservice courses to prepare their own literacy personnel. Even in the case of Asia and Oceania, a substantial number of organizations train their staff through combined pre- and in-service courses.

8. As regards the provision of training facilities, courses are more frequently arranged for literacy teachers and least frequently for evaluators and researchers.

9. The majority of organizations, excluding the governmental organizations in Latin America and the Caribbean, limit their training facilities to their own staff. However, the type of training programmes offered in regions show variation both within and outside the countries.

10. A small number of organizations, although not directly conducting literacy teaching, provide consultancy and training services for other agencies upon request.

I. AFRICA

	Page
Benin	3
Botswana	4
Cameroun	5
Central Africa	7
Congo	8
Ethiopia	9
Gabon	12
Ghana	14
Ivory Coast	17
Kenya	20
Lesotho	27
Liberia	28
Madagascar	29
Mali	31
Nigeria	33
Rwanda	36
Senegal	38
Sierra Leone	39
Swaziland	42
Tanzania	45
Togo	51
Uganda	52
Upper Volta	53
Zaire	54

COUNTRY: REPUBLIC OF BENIN

1. CARDER

2. B.P. 29, Bohicon, Republic of Benin

3. Gnonhoue Hubert, Agronomical Engineer

4. Governmental

5. 1974

6. -

7. -

8. - To provide rural people with literacy skills that are essential in their daily business dealings
- To make 80% illiterate people literate so that they understand their obligations and are not vulnerable to exploitation
- To teach rural people how to write in the national language

9. - Organized literacy programmes
- Developed literacy materials
- Studied and discussed problems relating to literacy teaching

10. Full-time: 418 Part-time: 66

11a. Pre-service and in-service: literacy teachers, organizers, writers of didactic materials

11b. -

12. -

COUNTRY: BOTSWANA

1. Botswana Extension College

2. Private Bag 0043, Gaborone, Botswana

3. Dr. Solomon Inquai, Director

4. Governmental

5. 1973

6. -

7. Ford Foundation, USA; Canadian University Service Overseas (CUSO); Swedish International Development Agency (SIDA); Commonwealth Fund for Technical Co-operation, UK

8. - To provide functional literacy programmes to enable adults to participate in economic, social and political life of the country

9. - Trained literacy personnel
- Conducted a workshop on material production

10. Full-time: 29 Part-time: 10

11a. Pre-service: writers of materials for new literates
Pre-service and in-service: literacy teachers, literacy supervisors and writers of instructional materials

11b. Regular training courses

12. -

COUNTRY: CAMEROUN

1. International Society of Linguistics (affiliated with the Summer Institute of Linguistics, Inc.)

2. B.P. 1299, Yaounde, Cameroun

3. M. D. Maranz, Director

4. Governmental

5. 1969

6. -

7. -

8. - To make a study of the traditional unwritten languages
- To take steps for the cultural advancement of people speaking unwritten languages
- To prepare literacy programmes and materials in the unwritten languages

9. - Researched into language problems and prepared literacy materials in different languages

10. Full-time: 30

11a. Pre-service: literacy trainers

11b. Special training for linguists and writers of didactic materials and follow-up materials

12. -

COUNTRY: CAMEROUN

1. IPD - Central Francophone African Region
2. B.P. 4078, Douala, Cameroun
3. Mathieu Gracia
4. Non-governmental
5. 1965
6. -
7. -
8. -
9. -
10. Full-time: 87 Part-time: 120
11a. -
11b. -
12. -

COUNTRY: EMPIRE OF CENTRAL AFRICA

1. Department of Literacy and Continuing Education

2. B.P. 1208, Bangui, Empire of Central Africa

3. Christophe Yangue-Boyfini, Director

4. Governmental

5. 1968

6. Animation Rurale; National Women's Organization

7. Unesco-UNDP; UNICEF-PAM

8. - To conduct research for evaluating the best means of teaching literacy
- To administer literacy programmes for rural people

9. - Organized seminars; study of needs in Sibut
- Conducted linguistic research
- Prepared training framework for local, central and regional staff
- Conducted pedagogical research

10. Full-time: 15 Part-time: 33

11a. Pre-service: training in four steps covers literacy writers, supervisors, teachers and trainers

11b. -

12. -

COUNTRY: CONGO

1. Director of Continuing Education and Literacy, Ministry of National Education

2. B.P.661, Brazzaville, Congo

3. Aivé Chidas, Director

4. Governmental

5. 1965

6. Ministry of Health & Social Affairs; Ministry of Rural Economics; Ministry of Higher Education and Ministry of Education

7. Unesco; French Mission of Aid and Co-operation; the Congolese Government

8. - To make people literate for involving them in economic, political and other national developmental tasks
- To sustain and develop the acquired literacy skills through mass media such as rural press, radio and libraries

9. - Celebrated 10th anniversary of the organization in 1975
- Reviewed activities of the past ten years and problems encountered

10. Full-time: 114 Part-time 640

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of literacy materials and writers of materials for new literates

11b. Regular training courses

12. -

COUNTRY: ETHIOPIA

1. Adult Education Department, Ministry of Education
2. P.O. Box 1367, Addis Ababa, Ethiopia
3. Dr. Zaudneh Yimatatu, Head
4. Governmental
5. 1975
6. Voluntary and governmental organizations
7. International Development Association (IDA); UNICEF; German Adult Education Association
8. - To help people improve the means of production in various fields
   - To eradicate illiteracy and provide continuing education
   - To improve the living and health conditions of the people
   - To help people to improve their skills and earn according to their work by teaching them the dignity of work
9. - Established community skills training centres (CSTC)
   - Organized educational programmes for industrial workers and government employees
   - Planned literacy campaign (Zemecha)
10. -
11a. Pre-service and in-service: literacy trainers, literacy supervisors, writers of instructional materials for new literates and evaluators and researchers.
11b. Regular training courses
12. Ministries that offer training courses: Ministry of Health; Ministry of Agriculture; Ministry of Resettlement, Labour and Social Welfare

COUNTRY: ETHIOPIA

1. Agro Service Ethiopia
2. P.O. Box 2460, Addis Ababa, Ethiopia
3. Francois Enguehard, Director
4. Non-governmental
5. 1969
6. -
7. Development and Peace (Canada); CIDA; Entraide et Fraternité (Belgium), NOVIB (Netherlands); OXFAM (UK)
8. - To contribute to the social and economic advancement of rural communities through adult education
   - To produce educational materials in Amharic
   - To encourage illiterate adults to participate in literacy programmes
9. - Prepared reading materials for follow-up literacy work
10. Full-time: 28 Part-time: 2
11a. -
11b. -
12. -

COUNTRY: ETHIOPIA

1. Ethiopian Women's Welfare Association
2. P.O. Box 2418, Addis Ababa, Ethiopia
3. W/O Loule Tesfaye, General Secretary
4. Non-governmental
5. 1934
6. -
7. -
8. - To conduct adult education programmes for women with literacy as one of the components
9. - Conducted adult education programmes for women with literacy as one of the components
10. -
11a. In-service: literacy teachers
11b. -
12. -

COUNTRY: GABON

1. Ministry of Popular Education
2. B.P. 1560, Libreville, Gabon
3. -
4. Governmental
5. 1960
6. -
7. -
8. - To fight illiteracy at all levels
9. - Established functional literacy projects
10. Full-time: 100
11a. -
11b. -
12. -

COUNTRY: GABON

1. Popular Education, Secretary of State for the Chairman of the Republic charged with the Promotion of Feminine and Popular Education

2. B.P. 1560, Libreville, Gabon

3. Idrisson Youssouf, Director

4. Governmental

5. 1962

6. Catholic Mission of Gabon

7. UNICEF; Unesco

8. - To conduct literacy training for forging social and economic development
   - To help the individual to imbibe modern outlook

9. - Opened 25 literacy centres in 5 provinces of the country
   - Studied the adaptation of a functional literacy programme
   - Used television to transmit information on literacy

10. Full-time: 95

11a. Pre-service: literacy trainers, writers of literacy material; evaluators and researchers
In-service: literacy teachers

11b. Occasional training courses

12. -

COUNTRY: GHANA

1. Africa Bureau, German Adult Education Association

2. P.O. Box 9298, Kotoka International Airport, Accra, Ghana

3. Werner Keweloh, Head

4. Non-governmental

5. 1975

6. People's Educational Association of Ghana; People's Educational Association of Sierra Leone; Mass Media Centre, Ministry of Education, Addis Ababa; Methodist Church, Cape Coast, Ghana

7. German Adult Education Association, Bonn

8. - To sponsor campaigns and literacy projects
- To initiate or facilitate literacy programmes preferably through non-statutory and voluntary organizations
- To sponsor or facilitate literacy programmes through advisory work, printing, material aid, material exchanges and documentation
- To train professional and voluntary personnel
- To organize and attend conferences on literacy
- To foster the idea of functional literacy by an integrated programme

9. - Printed and supplied free of cost primers and handbooks for the literacy campaign in Tanzania and Ethiopia
- Conducted a training course for literacy teachers in Ghana
- Issued a new series on appropraite technologies and innovations in adult education in the context of literacy work

10. Full-time: 9 Part-time: 2

11a. -

11b. Regular and occasional training courses

12. -

COUNTRY: GHANA

1. Nutrition Division, Ministry of Health
2. P.O. Box M-78, Accra, Ghana
3. Principal Medical Officer-in-Charge
4. Governmental
5. 1959
6. -
7. -
8. - To educate young mothers in the proper methods of feeding their babies
   - To impart knowledge of better health habits
   - To help women to become economically independent
9. - Conducted demonstration programmes on health education and nutrition education
10. Full-time: 131
11a. Pre-service and inservice: nutrition technical officers and graduate nutritionists
11b. -
12. -

COUNTRY: IVORY COAST

1. African Institute for Economic and Social Development Education
2. B.P. 8008, Abidjan, Ivory Coast
3. Philippe Dubin, Director General
4. Non-governmental
5. 1962
6. -
7. -
8. - To train literacy teachers
   - To impart literacy skills to adults
9. - Participated in various stages of literacy education
   - Co-operated with other organizations: National Office of Rural Promotion National Centre of Promotion of Co-operative Enterprises
10. Full-time: 44
11a. Pre-service: literacy teachers and literacy trainers
   In-service: literacy supervisors and literacy organizers
11b. Offers regular training
12. -

COUNTRY: IVORY COAST

1. International Society of Linguistics
2. B.P. 8857, Abidjan, Ivory Coast
3. D. H. Webster, Director for the Ivory Coast and Upper Volta
4. Non-governmental
5. 1974
6. -
7. Summer Institute of Linguistics
8. - To conduct research on linguistic problems
   - To offer literacy programmes
   - To translate books into local languages
   - To promote linguistic education
9. - Started courses in local languages
   - Prepared books for rural trainers in the teaching of reading
10. Full-time: 35
11a. -
11b. Provides regular training
12. -

COUNTRY: IVORY COAST

1. National Office for Rural Promotion
2. B.P. V 165, Abidjan, Ivory Coast
3. Ousmane Diarra, Director General
4. Governmental
5. 1973
6. Various rural animation projects
7. -
8. - To provide literacy teaching as part of other developmental programmes
9. - Organized literacy programmes for rural people
   - Trained trainers of literacy teachers
   - Supervised literacy programmes throughout the centres
   - Organized a national seminar on literacy problems
   - Researched literacy problems and made people aware of them
10. Full-time: 40
11a. Pre-service and in-service: literacy teachers, literacy organizers and literacy supervisors
11b. -
12. -

COUNTRY: KENYA

1. Afrolit Society

2. P.O. Box 72511, Nairobi, Kenya

3. Dr. Charles T. Hein, General Secretary

4. Non-governmental

5. 1968

6. -

7. Intermedia in USA; I.C.C.O. (Netherlands); C.I.D.A. (Canada); Unesco

8. - To provide guidance, training, consultation and information to governmental and non-governmental organizations in their struggle to wipe out illiteracy in Africa
- To assist members in developing research and evaluation projects related to their adult literacy and continuing education efforts
- To serve as clearing house for adult education information
- To help seek consultants and funds for African agencies engaged in literacy work
- To provide for professional growth of personnel and to stimulate governmental and non-governmental organizations in their efforts to wipe out illiteracy in Africa

9. - Conducted seminars on "Language and Media Supports for Nonformal Basic Education", "Radio Voice of the Gospel and the United Bible Society" in Addis Ababa
- Offered consultancy services to both governmental and non-governmental organizations
- Engaged in the publication of quarterly newsletter of technical information and programme news for the society's members

10. Full-time: 3 Part-time: 3

11a. In-service: Workshop on technical issues

Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers,

11b. Pre-service and in-service courses to all categories of literacy personnel depending on the needs of a sponsoring agency

12. Biennial Pan-African Adult Literacy Workshop conducted for the literacy and extension educators of Africa

* Received too late to include in statistical analyses

COUNTRY: KENYA

1. Catholic Secretariat, Development Department

2. P.O. Box 48062, Nairobi, Kenya

3. Enda J. Byrne, Development Secretary

4. Non-governmental

5. -

6. Dioceses of Kitui, Machakos, Ngong, Kisii, Eldoret

7. Canadian Development and Peace Agency

8. - To offer functional literacy programmes
   - To inculcate the habit of co-operative working

9. - Trained 90 teachers in Kitui and 50 teachers in Machakos
   - Developed instructional materials in Kimaasai language
   - Survey of needs is underway in Kisii
   - Re-organization of literacy programmes in Eldoret is being conducted

10. Full-time: 5 Part-time: 150

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, and evaluators and researchers.
Also occasional training of writers of instructional materials and writers of materials for new literates

11b. Regular training courses

12. -

COUNTRY: KENYA

1. East Africa Yearly Meeting of Friends (Quakers)
2. Rural Service Programme, P.O. Box 14, Tiriki, Kenya
3. Javan K. N. Kalika, Director
4. Non-governmental
5. 1962
6. -
7. World Neighbours till 1978 (USA); West German Yearly Meetings
8. - To impart skills to adults necessary for social and economic development of communities
   - To uplift the moral life of people
   - To include literacy component in the religious programmes
9. - Organized 113 literacy classes and made 7,322 adults literate
   - Trained 415 literacy teachers
10. Full-time: 9
11a. In-service: literacy teachers
   Pre-service and in-service: literacy organizers
11b. -
12. -

COUNTRY: KENYA

1. Educational Media Service
2. P.O. Box 30456, Nairobi, Kenya
3. R. H. J. Thompson, Head
4. Governmental
5. 1976
6. -
7. -
8. - Future activities may include supporting of both formal and non-formal educational programmes through film, television and printed materials
9. -
10. Full-time: 18 Subsidiary: 20
11a. -
11b. -
12. -

COUNTRY: KENYA

1. Kenya Institute of Education
2. P.O. Box 30231, Nairobi, Kenya
3. Dr. Gilbert P. Oluoch, Director
4. Governmental
5. 1964
6. -
7. Government Funding; Research Grants; Project Grants
8. - To develop materials for functional educational programmes in collaboration with other agencies
9. - Developed curriculum materials
10. Full-time: 100 Part-time: 50
11a. Pre-service and in-service: writers of instructional materials, writers of materials for new literates, evaluators and researchers
11b. -
12. -

COUNTRY: KENYA

1. Ministry of Housing and Social Services
2. P.O. Box 30276, Nairobi, Kenya
3. G. Mwachugu, Principal Education Officer
4. Governmental
5. 1966
6. Self-organized groups and church organized groups
7. Unesco
8. - To teach functional literacy as a component of the national developmental programmes, namely, agriculture, health, co-operatives, home economics and citizenship
9. - Conducted 1,019 literacy classes
   - Offered in-service training courses for teachers
10. Full-time: 137 Part-time: 1,000
11a. Pre-service and in-service: literacy teachers, literacy trainers
11b. Regular training courses
12. -

COUNTRY: LESOTHO

1. Lesotho Distance Teaching Centre
2. P.O. Box MS. 781, Maseru, Lesotho
3. P. Murphy, Director
4. Non-governmental
5. 1974
6. -
7. Irish Governments; NOVIB; World Bank; APSQ; IEC; Christain Aid; World University Service; USAID
8. - To serve as a service agency
   - To help candidates improve their education
   - To produce booklets on practical topics
   - To offer literacy and numeracy courses for those who leave school without acquiring adequate skills in literacy and numeracy
9. - Produced reports on uses of literacy and numeracy in Lesotho, May 1976; readability measurements, January 1977
   - Produced and tested pilot self-instructional games for young to improve literacy and numeracy skills
   - Made a survey of young people in school, out-of-school and drop-outs from schools on their attitudes towards literacy and numeracy and abilities on these skills (report under preparation)
10. Full-time: 32 Part-time: 2
11a. -
11b. -
12. -

COUNTRY: LIBERIA

1. Adult Education Division, Ministry of Education
2. Broadstreet, P.O. Box 1912, Monrovia, Liberia
3. T. Bai Sherman, Director
4. Governmental
5. -
6. Liberia Federation of Women's Organizations
7. Unesco; World Bank; UNDP
8. - To fight ignorance, disease and poverty in the society
   - To provide literacy skills
   - To involve people in integrated rural development programmes
9. - Offered two weeks training course for instructors every year since 1975
   - Organized refresher courses for in-service instructors once in a year
   - Prepared books for adults
   - Celebrated international literacy day annually;
   - Provided consultancy services in literacy evaluation
10. Full-time: 91 Part-time: 88
11a. In-service: literacy supervisors, writers of instructional materials
   Pre-service and in-service: literacy teachers
11b. Regular training courses
12. -

COUNTRY: MADAGASCAR

1. Directorate of Conditions for Women and Children

2. Ministry of Population and Social Conditions, Ministry of Foreign Affairs, Antananarivo, Madagascar

3. Lamina Hafa Baomiarina, Civil Administrator

4. Governmental

5. 1974

6. All ministries which take part in literacy work; Ministry of National Education, Ministry of Youth, Advisory Council to the President; Ministry of Defence; Non-governmental organizations

7. -

8. - To cut down on the amount of illiteracy, particularly among women, of whom 71% are illiterate
- To establish a national literacy programme
- To make literacy an instrument in national development and to develop the materials for functional literacy

9. - Activitieson International Literacy Day, 8 Spetember 1976: Radio/Television speech by Minister of Population, round table discussion by Directorate in collaboration with Unesco was televised, literacy slogans were distributed throughout all territories in the form of posters
- A national seminar on literacy was conducted. The objective of the seminar was to define a new orientation for literacy

10. -

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials

11b. Regular training offered

12. -

* Received too late to include in statistical analyses

COUNTRY: MADAGASCAR

1. Fikambanana Kristiana Ho An'ny Zatovovavy Eto Madagasikara

2. B.P. 1140, Tananarive, Madagascar

3. Razanamamy Abeline, National President

4. Non-governmental

5. 1926

6. -

7. - YWCA ; Unesco

8. - To ruralize the association to work with "Folsontany" collectives in rural areas to carry out literacy work

9. - Co-operated with other organizations in literacy programmes
- Trained literacy teachers

10. Full-time: 7

11a. Pre-service and in-service: literacy teachers

11b. -

12. -

COUNTRY: MALI

1. Centre for Social and Community Development

2. National Directorate of Social Affairs, B.P. 174, Bamako, Mali

3. Arouna Dembele, Assistant Director-General of Social Affairs

4. Governmental

5. 1953

6. National Directorate for Functional Literacy and Applied Linguistics

7. -

8. - To make women literate in order to increase their participation in socio-economic development of the nation

9. - Established 58 literacy centres (approximately 150 social aides work with functional literacy experts; the results in 1975 have been positive in the area of sanitation, family economy and health)

10. Full-time: 150

11a. Pre-service: social assistants, literacy teachers

11b. -

12. -

COUNTRY: MALI

1. National Directorate for Functional Literacy and Applied Linguistics (D.N.A.F.L.A.)

2. B.P. 62, Bamako, Republic of Mali

3. Adama Berthe, Director

4. Governmental

5. 1975

6. Agencies engaged in developmental programmes

7. National Budget; World Bank; FAC; ACDI

8. - To pursue the functional literacy programmes as outlined in 1968 by the World Experimental Literacy Programme
- To conduct research in linguistics and education goals
- To make the rural population literate in order to help it solve its socio-cultural and socio-economic problems

9. - Re-organized the activities of basic education department
- Conducted evaluation and research studies on various topics
- Expanded functional literacy programmes in cotton growing zones in the south of Mali

10. Full-time: 239

11a. Pre-service and in-service: literacy teachers, trainers, supervisors, organizers, writers of instructional materials, writers of material for new literates, evaluators and researchers

11b. -

12. -

COUNTRY: NIGERIA

1. Adult Education Department, Nigerian Baptist Convention

2. Box 315, Zaria, Kaduna State, Nigeria

3. Dr. A. H. Dyson, Director

4. Non-governmental

5. 1960

6. Evangelical Literature Fellowship of Nigeria

7. National Baptist Convention

8. - To hold promotional/motivation meetings for literacy teachers;training workshops and follow-up visits by literacy organizers
- To train literacy volunteers for other voluntary agencies
- To develop and distribute at lowest possible cost reading materials especially written for new literate adults

9. - Conducted 109 promotional meetings
- Trained 1,092 literacy teachers
- Conducted 583 follow-up visits
- Distributed 3,052 literacy awards

10. Full-time: 5 Part-time: 3

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers and writers of materials for neo-literates

11b. Occasional training courses

12. -

COUNTRY: NIGERIA

1. Adult Education Division, Ministry of Education, Kaduna

2. P.M.B. 2017, Kaduna State, Nigeria

3. Alhaji Abdurrahaman Obayemi, Chief Adult Education Officer

4. Governmental

5. 1946

6. -

7. Kaduna State Government of Nigeria

8. - To provide literacy education for illiterate adults;
- To provide functional and remedial education to school drop-outs
- To provide in-service training programmes to better the occupational skills of adults
- To provide aesthetic, cultural and civic education to adults

9. - Conducted literacy and functional literacy classes for various categories of adult groups
- Offered post-literacy courses and organized television literacy programmes

10. Full-time: 142 Part-time: 992

11a. Pre-service: literacy teachers
In-service: writers of instructional materials, writers of materials for new literates, evaluators and researchers
Pre-service and in-service: literacy trainers, literacy supervisors and literacy organizers

11b. Regular training courses

12. -

COUNTRY: NIGERIA

1. Ministry of Education
2. P.M.B. 5020, Port Harcourt, Rivers State, Nigeria
3. The Permanent Secretary
4. Governmental
5. 1968
6. -
7. -
8. - To eradicate illiteracy in the community
9. - Organized literacy centres
   - Awarded certificates to successful candidates
10. Full-time: 18 Part-time: 1,704
11a. Literacy organizers; Proposes to impart training programmes to other literacy personnel
11b. -
12. -

COUNTRY: RWANDA

1. INADES - Formation - Rwanda
2. B.P. 866, Kigali, Rwanda
3. R. Erpicuor, Director
4. Non-governmental
5. 1974
6. Messorwa; Rafiki Circle
7. Musereor; ACDI; INADES - Formation a Abidjan
8. - To provide agricultural training to rural areas - literacy is a part of this training
9. - Distributed brochures on reading, writing and numeracy
   - Organized seminars on literacy
   - Collaborated with Club Rafiki for a publication on functional literacy methods
   - Collaborated with Messorwa on a literacy syllabus
10. Full-time: 5
11a. Pre-service: literacy teachers, literacy trainers
11b. Regular training
12. One of the major problems in Rwanda is illiteracy in the national language. The principal work of the organization is the translation and adaptation of educational material to the national language

* Received too late to include in statistical analyses

COUNTRY: RWANDA

1. Ministry of Social Affairs and Co-operative Movement (Bureau of Functional Literacy)

2. B.P. 60, Kigali, Republic of Rwanda

3. Dr. Claudian Kamalindi, Minister

4. Governmental

5. 1964

6. Occasionally distributes materials to centres in the 10 prefectures. Provides advice to private organizations working in literacy

7. -

8. - To work on the teaching of writing and numeracy in order to make adults more active, also to make them more able to aid in the social and economic development of the country
- To help the population understand and practice the best method of improving its well-being
- Plans to appoint more monitors to develop literacy activities

9. - Distributed writing and numeracy materials to literacy centres
- Helped co-ordinate literacy activities of other organizations
- Celebrated International Literacy Day each year in centres
- Started information programmes for teacher enrolment in literacy

10. Full-time: 23

11a. Pre-service and in-service: literacy teachers

11b. Regular training courses

12. -

COUNTRY: SENEGAL

1. National Directorate of Literacy of Senegal

2. 60 rue Mohamed V, Dakar, Senegal

3. Dr. Mamadou Médonne Diop

4. Governmental

5. -

6. National Office of Co-operation and Friendship for Development; Society for Development and Agricultural Extension

7. -

8. - To increase literacy
- To encourage use of national language
- To make population more capable of contributing to the development of the country

9. - Rural: opened rural centres to popularize literacy
- Collaborated with other organizations
- Edited a book for rural people
- Urban: worked with groups of women in functional literacy

10. Full-time: 30

11a. Pre-service: literacy teachers, organizers and supervisors
In-service: literacy teachers, organizers and supervisors

11b. -

12. -

COUNTRY: SIERRA LEONE

1. Crystals Youth Club of Freetown

2. 85 Fort Street, Freetown, Sierra Leone

3. Frederick S. Samura, President

4. Non-governmental

5. 1971

6. -

7. National Literacy Committee; Sierra Leone Labour Congress

8. - To conduct literacy classes for adults
   - To foster a positive attitude toward education among school drop-outs and early school leavers

9. - Organized adult literacy classes
   - Conducted literacy seminar to commemorate Literacy Day
   - Participated in adult education conferences

10. Part-time: 6

11a. In-service: literacy teachers, literacy supervisors and literacy organizers

11b. Regular and occasional training courses

12. -

COUNTRY: SIERRA LEONE

1. United Christian Council Provincial Literature Bureau and Bunumbu Press

2. P.O. Box 28, Bo, Sierra Leone

3. R. H. Sam-Kpakra, Director

4. Non-governmental

5. 1946

6. -

7. Sierra Leone Government; United Christian Council of Sierra Leone; INTERMEDIA, New York; JACLO, London

8. - To produce primers, follow-up readers and books of general interest
- To co-operate with the government in expanding literacy campaigns and prepare literature on basic aspects of everyday knowledge
- To associate with missions and churches in literacy work and in the production of Christian literature
- To help in translating materials into different languages

9. - Prepared simple audio-visual aids
- Produced literacy literature and rendered advisory services on literacy methods

10. Full-time: 42

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, writers of instructional materials, writers of materials for new literates

11b. -

12. -

COUNTRY: SIERRE LEONE

1. United Church Women

2. c/o United Christian Council, Kingharman Road, Freetown, Sierre Leone

3. Glanna Williams, Organizing Secretary

4. Non-governmental

5. 1954

6. -

7. Ministry of Education

8. - To raise the status of women through education
- To improve the standard of living through a better knowledge of health, nutrition, child care, etc.

9. - Organized evening classes for both men and women
- Celebrated International Literacy Day
- Motivated adults to join classes through radio broadcasting and national literacy committee

10. Full-time: 3 Part-time: 4

11a. 1) The Extra Mural Department of the University of Sierra Leone trains literacy teachers, trainers and organizers
2) The British Council, Tower Hall, Freetown, trains writers of instructional materials and writers of materials for new literates

11b. -

12. -

COUNTRY: SWAZILAND

1. Sebenta National Institute

2. P.O. Box 64, Mbabane, Swaziland

3. Musa A. Dlamini, Director

4. Non-governmental

5. 1960

6. -

7. Government of Swaziland (Ministry of Local Administration)

8. - To make all adults between the ages of 15-45 years literate within five to seven years since the inception of the programme in 1973. (This period is now being extended).

9. - Since 1973 set up 400 literacy classes, and made literate 78 per cent of the enrolled students

10. Full-time: 48 Part-time: Approx. 600

11a. Pre-service and in-service: literacy teachers, literacy supervisors

11b. Occasional training courses

12. Specifically literacy programmes are used to train literacy instructors

* Received too late to include in statistical analyses

COUNTRY: SWAZILAND

1. Swaziland Girl Guides Association

2. P.O. Box 827, Manzini, Swaziland

3. Miriam V. F. Nxumalo, Chief Commissioner

4. Non-governmental

5. 1924

6. Swaziland National Adult Literacy Programme; Swaziland Red Cross Society; Manzini Day Care Centres; Lutsango Lwakangwane National Movement; Extra Mural Department of the University College of Swaziland

7. -

8. - To help as supervisors and instructors for classes of the Swaziland National Adult Literacy Programme
- To give literacy instruction to 2-4 illiterate people in areas where there are not enough learners to form a recognized class of 5-20 learners as in the above
- To help learners discuss their socio-economic problems depicted in posters, and try to work out their own solutions
- To write follow-up booklets on better family life, etc.

9. - Accomplished all of the above
- Two issues in two small communities in Manzini led to a decision to organize to start Day Care Centres where their young children would learn Swazi culture and Siswati (language). Our senior girls (Rangers) produce pictures with both Siswati and English. They use these in games played for their child care certificates. We are fund-raising to help them make "emanti" (water) a reality

10. Part-time: 65

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy

organizers, writers of instructional materials (Day Care Centres only), writers of materials for new literates, community and social developers

11b. Occasional training.
Volunteers for supervision and instruction are given training extra-murally at William Pitcher Teacher Training College in Manzini. Other training is done before, during or after ordinary Guiders, Guide and Ranger Meetings.

12. The bulk of official training for the Literacy Programme is done by the staff of Swaziland National Literacy Programme. We train our adult leaders and girls on literacy as it relates to their interest badges and projects.

* Received too late to include in statistical analyses

COUNTRY: TANZANIA

1. Directorate of Adult Education, Ministry of National Education

2. P.O. Box 9121, Dar es Salaam, Tanzania

3. E. D. Kibira, Director

4. Governmental

5. 1970

6. Govermental and voluntary organizations; Institute of Adult Education; Tanzanian Adult Education Association

7. Swedish International Development Agency (SIDA); German Adult Education Association (DVV); Unesco

8. - To eradicate illiteracy from among the people of Tanzania and involve their participation in national programme
- To improve people's living by functional literacy approach
- To make them familiar with the adopted ideology of socialism and self-reliance

9. - Prepared evaluation report of the National Adult Literacy Campaign
- Prepared reading materials for new literates and syllabus for post-literacy activities
- Created literacy environment through the establishment of rural libraries network, mobile film service, zonal newspaper production and supplementary readers

10. Full-time: 2,429 Part-time: 87,675

11a. Pre-service: literacy teachers
In-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for new literates, books and newspaper editing and publication

11b. Regular and occasional training courses

12. Duration of training for literacy personnel 3 weeks to 3 months which depends on type, need and availability of resources
Diploma of nine months in adult education is organized by the Institute of Adult Education, P.O. Box 20679, Dar es Salaam
3 years degree course in adult education is organized by the University of Dar es Salaam, P.O. Box 35091, Dar es Salaam

COUNTRY: TANZANIA

1. Institute of Adult Education

2. P.O. Box 20679, Dar es Salaam, Tanzania

3. Dr. Daniel Mbunda, Director

4. Governmental

5. 1963

6. Ministry of National Education, industrial establishments and private organizations

7. Unesco, SIDA, USAID, FEF (Friedrich Ebert Foundation)

8. - To train teachers and organizers of adult education programmes for the entire country
- To provide expert advice to both government and voluntary organizations, especially workers on adult education programmes
- To organize literacy campaigns throughout the country

9. - Organized literacy campaign to supplement the national campaign
- Collaborated with the Ministry of National Education and Unesco in organizing seminar on literacy evaluation and follow-up reading materials

10. Full-time: 84

11a. In-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers and writers of materials for new literates

11b. Regular training courses

12. -

COUNTRY: TANZANIA

1. Kibaha Secondary School
2. P.O. Box 30053, Kibaha - Pwani, Tanzania
3. E. S. Mmbaga, Headmaster
4. Parastatal
5. 1964
6. -
7. Receives both financial and material support from international and national organizations through the Ministry of National Education
8. - To teach simple reading, writing and arithmetic skills to adults
   - To admit successful learners in folk development colleges for training in agriculture, cookery, home crafts, carpentry and mechanics
9. - Conducted functional adult literacy classes
   - Awarded certificates to successful adults
10. Full-time: 40 Part-time: Many
11a. Periodic seminars to adult teachers

Training is offered by: Institute of Adult Education, P.O. Box 20679, Dar es Salaam, Tanzania

COUNTRY: TANZANIA

1. National Literacy Centre

2. P.O. Box 1141, Mwanza, Tanzania

3. Mary Joan Eyakuze, Deputy Director

4. Governmental

5. 1968

6. Religious voluntary organizations and private academic institutions

7. Unesco; NORAD

8. - To plan, organize, co-ordinate, implement and evaluate functional literacy programmes in agriculture for the whole of the country, particularly, in the regions around Lake Victoria
- To train teachers, supervisors and trainers of literacy teachers in the functional literacy techniques for the various programmes
- To develop functional literacy curricula for all programmes undertaken in the country
- To create literacy environment by providing necessary reading materials through rural libraries and rural newspapers
- To motivate adults through radio education programmes

9. - Provided both advisory and training services in the Experimental World Literacy Programme

10. Full-time: 70 Part-time: 6

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for neo-literates, evaluators and researchers

11b. Regular training courses

12. -

COUNTRY: TANZANIA

1. Tanzania National Young Men's Christian Association (YMCA)

2. P.O. Box 85, Moshi, Tanzania

3. Jacob G. Mallya, National General Secretary

4. Non-governmental

5. 1959

6. -

7. -

8. - To conduct both formal and non-formal educational programmes for helping the disadvantaged sections of the society
- To hold literacy classes for adults

9. - Organized adult literacy classes
- Included the use of audio-visual aids, particularly films in adult education

10. Full-time: 180

11a. Pre-service and in-service: literacy teachers, literacy organizers. Provision exists for staff training in overseas universities

11b. Regular training courses

12. Places of YMCA and Outreach programmes which include literacy:
Moshi
Dar es Salaam
Arusha
Monduli JUU - Masai Development Project

COUNTRY: TOGO

1. Division of Literacy and Adult Education (General Directorate of Social Affairs) Ministry of Social Affairs and the Promotion of Women

2. B.P. 1247, Lome, Togo

3. Kankpe Kombath, Director of the Division

4. Governmental

5. 1968

6. Religious organizations.

7. Unesco; NORAD; OSEO

8. See Annex

9. - Won Nadidya Prize, 1975
   - Started special literacy programme for women
   - Opened 32 centres for women
   - Conducted post literacy programme

10. -

11a. Pre-service and In-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for new literates, researchers and evaluators

11b. Regular and occasional training courses

12. - Training is one of the primary goals. Training for trainers and supervisors is offered two or three times each year; first on a regional level and then on a national level
    - Trainees receive pre-service training for three weeks or one month. Courses are conducted by the Chief of Sector in each region.

* Received too late to include in statistical analyses

COUNTRY: UGANDA

1. Ministry of Culture and Community Development

2. P.O. Box 7136, Kampala, Uganda

3. S. B. Kagganzi, Community Development Officer in Charge Adult Education

4. Governmental

5. -

6. -

7. Central and Regional Governments

8. - To take steps in the eradication of illiteracy through conducting literacy classes and functional literacy campaigns
   - To provide reading materials to new literates
   - To encourage people to write for new literates
   - To set up adult education committees

9. - Organized literacy classes, made 15,411 adults literate and the target for 1977 is to cover 100,000 adults

10. Full-time: 100 Part-time: 40

11a. In-service: literacy supervisors
Pre-service and in-service: literacy teachers

11b. -

12. -

COUNTRY: UPPER VOLTA

1. Brothers of Men Association

2. B.P. 156, Ouagadougou, Upper Volta

3. Pierre Ardant, President

4. Non-governmental

5. 1965

6. International Brothers of Me Association; Work Association of India, Bangladesh, Ecuador and Brazil; Regional Organization of Development

7. -

8. - To set up a functional literacy system, a programme for post-literacy training (documents and journals)
- To organize functional literacy classes
- To prepare programmes for post-literacy work
- To co-operate with the national authorities to make programmes a reality

9. - Set up functional literacy system for first year;
- Trained first literacy trainers
- Formulated linguistic and instructional programmes for the first stage
- Produced first documents for post-literacy

10. Full-time: 2

11a. Pre-service and in-service: literacy teachers, trainers, supervisors, writers of follow-up materials

11b. -

12. -

COUNTRY: ZAIRE

1. Centre for the Study of Social Action

2. Avenue Pere Boka, B.P. 3096, Kinshasa/Gombe, Zaire

3. Henry De Decker, Director

4. Non-governmental

5. 1965

6. -

7. General Agency for Co-operation in Development; Entraide et Fraternite, Bruxelles, Belgium

8. - To develop and transmit knowledge of modern agricultural innovation

9. - 2,413 adults participated in adult literacy programme during 1974-75

10. Full-time: 17 Part-time: 5

11a. Pre-service: literacy teachers

11b. -

12. -

COUNTRY: ZAIRE

1. Department of Social Affairs, Directorate of Technical Education (Literacy)

2. B.P. 3275, Kinshasa/Gombe, Zaire

3. N'Twa Nese Batwabo, Director

4. Governmental

5. 1967

6. Various national organizations

7. Popular University of Germany; Regional Bureau for Education in Africa/Unesco; National Commission for Unesco in Zaire; Government of Zaire

8. - To give all people the right to read
- To give education a priority in the process of development
- To conduct all activities concerned with literacy and continuing education
- To help women and men adjust to the changes and innovations which affect their lives
- To increase the number of literacy teachers

9. - Organized several courses of literacy training
- Participated in several sessions of study with private organizations engaged in adult literacy in an effort to consolidate our forces
- Re-organized several centres involved in literacy activities
- Organized two missions to study establishment of a functional literacy project in southern Zaire
- Broadcast literacy classes to 8 regions on national radio

10. Part-time: 642

11a. Pre-service and in-service: literacy teachers

11b. Regular training courses

12. -

II. ARAB STATES

	Page
Bahrain	59
Egypt	63
Iraq	66
Jordan	69
Kuwait	71
Mauritania	72
Qatar	75
Saudi Arabia	76
Sudan	78
United Arab Emirates	81
A.R. Yemen	82

COUNTRY: BAHRAIN

1. Centre for the Training of Adult Education and Literacy Leaders

2. P.O. Box 22348, AlMuharraq, State of Bahrain

3. Tawfieq Hassan Wasfi, Director

4. Regional inter-governmental (sponsored by ARLO/Alecso/League of Arab States)

5. 1976

6. Adult Education and Literacy Departments of Bahrain, Iraq, Kuwait, Oman, Qatar, Saudi Arabia and United Arab Emirates

7. The Centre is part of the Arab Literacy and Adult Education Organization (ARLO), the Arab League Educational, Cultural and Scientific Organization (ALECSO), League of Arab States

8. - To train adult education and literacy personnel
- To offer consultancy services to adult literacy organizations/institutions of the Arab region
- To conduct surveys and research studies on the social, economic and cultural factors that have relevance to adult education and literacy programmes
- To produce and evaluate teaching materials for new literates
- To conduct pilot projects for testing the comparative effectiveness of various innovations
- To provide documentation and publication services

9. - Held the Seminar of Directors of Adult Education and Literacy Departments of the States of the region to study adult education and literacy problems in the framework of an overall methodology
- Held a meeting of the Centre's Advisory Committee
- Participated in the meeting of ARLO Advisory Committee
- Organized meetings of the Preparatory Committee to study the relationship between general education,

adult education and literacy and the cultural situation of the States of the region
- Prepared a study on the status, institutions, programmes and activities of adult education and literacy in the States of the region
- Created a specialized library in the Centre
- Produced materials for a scientific journal which publishes articles on adult education and literacy methodology
- Designed a training course (September-November 1977) for adult education planners

10. Full-time: 10 Part-time: 2

11a. -

11b. Regular and occasional training courses

12. The Centre achieves its educational objectives through: training programmes (long courses of 6 to 9 months; short courses of about 3 months, and special courses as required); training methodology (theory combined with practice); training circles (circle of basic principles, circle of adult education and literacy, circle of technical services, circle of skills)

COUNTRY: BAHRAIN

1. Inspectorate of Adult Education and Literacy

2. Ministry of Education, P.O. Box 43, Manamah, Bahrain

3. Mohammed Abbas Ahmed, Inspector

4. Governmental

5. 1973

6. -

7. Arab Literacy and Adult Education Organization (ARLO/ALECSO); Regional Centre for Functional Literacy in Rural Areas of the Arab States (ASFEC/ Unesco)

8. - To raise students' knowledge of the 3Rs to the fourth grade level
- To provide students with religious education and general culture education
- To organize special and separate courses for women
- To prevent students' relapse into illiteracy by organizing follow-up classes and providing them with an opportunity to attain literacy skills equivalent to sixth grade

9. - Started new literacy classes, centres for teaching English to adults, centres for teaching home management and sewing to adults
- Promulgated Adult Education and Literacy Act
- Produced literacy books
- Invited experts to offer guidance in literacy
- Celebrated International Literacy Day and Arab Literacy Day
- Co-operated with the Centre for the Training of Adult Education and Literacy Leaders in Bahrain
- Participated in local, regional and international conferences and seminars

10. Full-time: 6 Part-time: 255

11a. In-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for new literates, literacy evaluators and researchers

11b. Regular training courses

12. In co-operation with the Arab Literacy and Adult Education Organization (ARLO/ALECSO), the Centre for the Training of Adult Education and Literacy Leaders was created in the State of Bahrain. It serves the following States in the region: Bahrain, Iraq, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates

COUNTRY: EGYPT

1. Adult Education and Literacy Inspectorate, AshShaab Broadcasting

2. Radio and Television Building, Nile Corniche Street, Cairo, Egypt

3. Aida Ahmed Shukri, Inspector-General

4. Governmental

5. 1969

6. Literacy Bureau, AtTahreer Region; Egyptian School for Arabic Teaching, Embassy of Egypt in Algeria

7. -

8. - To arouse awareness of illiteracy problem in Egypt and in the Arab countries
- To promote co-operation between illiterate and educated citizens for literacy
- To create centres for listening to broadcast literacy programmes
- To broadcast literacy lessons
- To provide follow-up programmes for new literates
- To correct exercises which are done by literacy students and received daily by the Inspectorate

9. - Broadcast daily literacy programmes
- Broadcast training courses for literacy supervisors
- Broadcast songs and dramas aiming at promoting literacy awareness
- Organized literacy examinations
- Co-operated with the Ministry of Education
- Participated in a literacy competition in Japan and won a prize

10. -

11a. -

11b. Occasional training courses

12. Training is provided by the Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC/Unesco)

* Received too late to include in statistical analyses

COUNTRY: EGYPT

1. Arab Labour Organization

2. P.O. Box 814, Cairo, Arab Republic of Egypt

3. Tayeb AlHudhairy, Director General

4. Inter-governmental (Arab)

5. 1971

6. Arab Literacy and Adult Education Organization (ARLO), Cairo; Workers' education Institution, Egypt; Project for Follow-Up Books on Literacy, Ministry of Labour, Lebanon

7. -

8. - To impart literacy to workers in co-operation with other organizations
- To offer consultancy, technical and financial assistance

9. - Entered into an agreement with the Workers' Education Institution Egypt to impart literacy to 10,000 workers
- Produced 10 booklets on literacy follow-up in co-operation with the Lebanese Ministry of Labour
- Conducted studies on literacy in the Arab homeland
- Participated in seminars and conferences on literacy

10. Full-time: 106 Part-time: 3 (experts)

11a. -

11b. -

12. Technical and financial assistance to institutions engaged in literacy activities

COUNTRY: IRAQ

1. Supreme Council for Compulsory Literacy and Adult Education

2. Talimkibar, P.O. Box 4009, Azamia, Baghdad, Iraq

3. Muhammed Mahjoub, Minister of Education, Chairman

4. Governmental

5. 1976

6. -

7. -

8. - To examine and finalize a literacy campaign strategy; define its objectives and chalk out a general policy for its execution
- To train adult literacy personnel for the campaign
- To prepare curriculum textbooks and other supportive materials
- To conduct research and evaluation studies
- To recruit literacy volunteers; convene conferences and seminars for their training
- To co-ordinate activities between various agencies pursuing similar goals
- To deal with the budgetary and financial administrative and personnel matters relating to the organization of the campaign
- To motivate adults for participation in literacy programmes

9. - Finalized the campaign strategy; defined its objectives and the responsibilities of the Supreme Council
- Established the General Secretariat of the Supreme Council with nine organs to carry out the decided adult literacy programmes
- Set up Central Literacy Board, literacy directorates in the provinces and local committees

- Prepared a draft legislation on compulsory literacy and adult education and submitted it for approval
- Approved the overall literacy campaign strategy to be implemented within five years (1978-82)

10. Full-time: 1,920 Part-time: 4,742

11a. Pre-service: evaluators and researchers
In-service: literacy supervisors, literacy organizers
Pre-service and in-service: literacy teachers, literacy trainers

11b. -

12. Since January 1977, the various literacy organs have been put under one organization attached to the Supreme Council for Compulsory Literacy and Adult Education belonging to the Revolutionary Command Council

COUNTRY: IRAQ

1. Workers' Education Institution

2. Ministry of Labour and Social Affairs, P.O. Box 14035, Waziria, Baghdad, Iraq

3. Taleb Mohammed Sweileh, Director General

4. Governmental

5. 1964

6. -

7. -

8. - To eradicate illiteracy among workers
- To develop the abilities and skills of literate workers by providing them with follow-up books

9. - Awarded certificates to 10,420 literacy graduates
- Published a pedagogical handbook for teachers
- Prepared 13 follow-up books for new literates; a reading and an exercsie book for workers
- Received an honourable mention of the Krupskaya Prize for Literacy, 1975

10. Full-time: 158

11a. Pre-service and in-service: literacy teachers

11b. Regular and occasional training courses

12. With the re-organization of the administrative structure in January 1977, this Institution has become one of the constituents of the Supreme Council for the implementation of compulsory Literacy and Adult Education programmes which are controlled by the Revolutionary Command Council

COUNTRY: JORDAN

1. Adult Education Department

2. Ministry of Education, Amman, Jordan

3. Saeed Sammur, Director

4. Governmental

5. 1968

6. Voluntary associations; Trade Unions Federation; National Security and Armed Forces centres

7. Arab Literacy and Adult Education Organization (ARLO/ALECSO)

8. - To supervise the administration and execution of literacy programmes
- To collaborate with different government agencies in the preparation and elaboration of project proposals
- To plan, organize and supervise adult literacy programmes of various categories
- To co-operate with departments, co-ordinating adult literacy programmes with the Arab World, Unesco, foreign and international agencies

9. -Co-operated with ARLO/ALECSO in producing Arabic books dealing with general culture and simple arithmetic for beginners
- Participated in the national and international conferences and seminars on adult literacy
- Celebrated the Arab Literacy Day and International Literacy Day
- Awarded certificates to literacy graduates

10. Full-time: 18 Part-time: 30

11a. Pre-service: literacy organizers
In-service: literacy teachers, literacy supervisors, instructional material developers

11b. Regular and occasional training courses for literacy teachers

12. ARLO and ASFEC organize occasional training courses of 2 to 3 weeks for literacy personnel

COUNTRY: KUWAIT

1. Adult Education and Literacy Department

2. Ministry of Education, Kuwait

3. Saleh Othman Al'Othman, Director

4. Governmental

5. 1958

6. Industrial and other centres of Kuwait

7. -

8. - To impart literacy skills to men and women equivalent to the primary school level
- To emphasize Islamic teaching in the literacy programmes
- To acquaint students with general culture
- To organize competitions among students on Quranic understanding and its recitation

9. - Organized literacy classes for students to acquire knowledge in two academic years i.e. 16 months, equivalent to fourth grade level, including Islamic teachings
- Awarded certificates to the successful candidates making them eligible to pursue the lower secondary course
- Encouraged students to participate in social and cultural programmes
- Conducted research studies on students' problems such as drop-outs

10. Full-time: 27 Part-time: 2,954

11a. -

11b. -

12. Literacy supervisers and literacy trainers acquaint teachers with the practical and theoretical knowledge on adult teaching methodology and follow-up

COUNTRY: MAURITANIA

1. Adult Education Department

2. Ministry of Basic Education, B.P. 349, Nouakchott, Islamic Republic of Mauritania

3. Sidi Wold Benahi, Director

4. Governmental

5. 1966

6. Adult Education centres

7. Arab Literacy and Adult Education Organization (ARLO),Cairo; Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC), Sirs el Layyan; Unesco Regional Bureau for Education in Africa, Dakar

8. - To impart literacy skills
- To help students in improving their occupational skills

9. - Opened new centres for literacy teaching
- Recruited and trained literacy teachers

10. Full-time: (Department staff) Part-time: 120

11a. Pre-service and in-service: literacy teachers, literacy supervisors

11b. -

12. Provides reading materials, teaching guides and other allied information

COUNTRY: MAURITANIA

1. Al Mahazer
2. Ministry of Islamic Affairs, Nouakchott, Islamic Republic of Mauritania
3. -
4. Governmental
5. 1971
6. -
7. -
8. - To develop basic education programmes including Islamic teachings
9. - Opened a number of schools
10. Full-time: 190
11a. Pre-service and in-service: literacy teachers
11b. -
12. -

COUNTRY: MAURITANIA

1. Ben Am Institution
2. Nouakchott, Islamic Republic of Mauritania
3. Mohammed Al'Amin AshShaikh, Director
4. Non-governmental
5. 1963
6. -
7. Government of Mauritania; Islamic University; some voluntary organizations
8. - To impart literacy and Islamic teachings in Mauritania and West Africa
9. - Opened new educational centres
10. Part-time: 500
11a. -
11b. -
12. -

COUNTRY: QATAR

1. Adult Education and Literacy Department

2. Ministry of Education, P.O. Box 80, Doha, Qatar

3. Yousef AbdurRahman AlMulla, Directo

4. Governmental

5. 1954

6. -

7. -

8. - To teach literacy to adults
- To offer opportunities for continuing education at all levels

9. - Opened literacy centres for women which attracted a good number of students; plans exist to start more centres
- Revised literacy primers, and produced special titles for new-literate women
- Increased the remuneration of the literacy staff
- Proposed to increase the number of literacy personnel at all levels, and raise their remuneration
- Participated in the regional and international seminars and conferences on literacy

10. Full-time: 2 Part-time: 8

11a. In-service: literacy teachers, literacy trainers literacy supervisers

11b. -

12. One major training course in a year

COUNTRY: SAUDI ARABIA

1. Department of Education
2. The National Guards Headquarters, Riyadh, Saudi Arabia
3. AbdurRahman AzZuheir, Director
4. Governmental
5. 1975
6. -
7. Ministry of Education, Riyadh
8. - To impart literacy to the national staff guards in accordance with the 20 year national plan for literacy
   - To supervise literacy and adult education centres of the national guards
   - To offer educational guidance and follow-up services
9. - opened 24 literacy centres
10. Full-time: 58 Part-time: 114
11a. Pre-service: literacy teachers, literacy supervisers, literacy organizers
11b. -
12. Follow the literacy curriculum, prepared by the Ministry of Education, Riyadh

COUNTRY: SUADI ARABIA

1. Dhahran Evening School
2. Training Department, Aramco, Dhahran, Saudi Arabia
3. AlHital, Director
4. Governmental
5. -
6. Aramco, Dhahran
7. -
8. - To impart literacy
9. - Conducted literacy classes
10. Full-time: 7 Part-time: 14
11a. In-service: literacy teachers
11b. -
12. -

COUNTRY: SUDAN

1. Adult Education Department

2. Ministry of Education, P.O. Box 2588, Khartoum, Sudan

3. Abdul Aziz Ali Ahmed, Director

4. Governmental

5. 1959

6. -

7. Arab Literacy and Adult Education Organization (ARLO/ALECSO); Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC/ Unesco)

8. - To formulate educational programmes and prepare teaching materials for adults in vocational and cultural fields
- To set up libraries
- To train adult education personnel of different categories in the national and international institutions
- To use the state mass media for the promotion of literacy activities
- To diffuse innovations in the area of adult education and to conduct studies for finding out their relative effectiveness in different situations

9. - Prepared four basic follow-up books, 28 mass cultural and general follow-up books
- Started follow-up classes for the benefit of literacy certificate holders
- Experimented with recorded lessons used without a qualified adult teacher; studied the effectiveness of secondary school students in literacy programmes; took steps to update the adult journal; and evaluated the four existing adult literacy programmes
- Organized an in-service training course for the

Arab literacy leaders in the National Centre, Shendi
- Set up literacy units in all government agencies
- Sponsored an international exhibition on literacy posters
- Published a regular quarterly journal for professionals
- Upgraded literacy services through the inclusion of adult education and literacy materials
- Classified adult education and literacy materials according to international standard, classification of education with the aim of issuing a Sudanese index
- Conducted 8 basic courses and 12 short-courses for various categories of literacy personnel
- Held two seminars for in-service adult education and literacy leaders; one conference for field staff

10. Full-time: 17

11a. Pre-service: literacy teachers, literacy organizers
In-service: evaluators and researchers
Pre-service and in-service: literacy trainers

11b. Regular training courses

12. Two other institutions which offer training facilities for literacy personnel are:
National Centre for Functional Education, Shendi. This centre was set up in 1960. It organizes courses of regular and occasional nature for different tvpes of literacy personnel
National Institute for Adult Literacy and Functional Education (situated at the Adult Education Department, Ministry of Education). This institute was set up in 1970. It conducts regular and occasional training courses of different durations for the adult literacy personnel of various organizations, at the headquarters as well as in provinces

COUNTRY: SUDAN

1. Functional Adult Education National Centre, Shendi
2. P.O. Box 71, Shendi, Democratic Republic of Sudan
3. Yaseen Ahmed AbdulWahid, Director
4. Governmental
5. 1960
6. -
7. Adult Education Department, Ministry of Education, Khartoum
8. - To train the technical cadres for working in the area of functional literacy
   - To conduct research studies and experiment with innovative educational methods and techniques and evaluate their effectiveness in functional literacy
   - To collect literacy statistics and use them for the improvement of educational programmes
   - To produce publications for new literates and teachers
   - To award diplomas to successful teacher-trainees
9. - Offered refresher and basic training courses to literacy personnel at the national level for men and women
   - Conducted both theoretical and field research studies on topics relating to literacy
   - Co-operated with national and international institutions and organizations pursuing similar objectives
   - Retrained adult education and literacy personnel at the national level
   - Held five basic training courses for both men and women
10. Full-time: 9
11a. -
11b. Regular and occasional training courses
12. -

COUNTRY: UNITED ARAB EMIRATES

1. Adult Education Department

2. Ministry of Education and Youth, P.O.Box 295, Abu Dhabi, United Arab Emirates

3. Mousa Eisa Mousa, Director

4. Governmental

5. 1972

6. Literacy Project, Cultural Division, Military Command of the Western Region, Ministry of Defence

7. Arab Literacy and Adult Education Organization ARLO/ALESCO)

8. - To prepare a blue print for literacy and adult education programmes for imparting literacy to all eligible adult population
- To prepare adults to continue their secondary studies in the regular institutions
- To focus literacy teaching in the productive sectors of the society, i.e., oil companies, armed forces and police

9. - Opened new literacy centres throughout the country
- Started intensive projects for the adults engaged in productive work
- Engaged full-time literacy teachers
- Focused attention on women's education

10. Full-time: 22

11a. In-service: literacy teachers, literacy trainers, literacy supervisors

11b. Regular and occasional training courses

12. Receives consultancy and training services from ARLO

COUNTRY: A.R. YEMEN

1. Literacy and Non-Formal Education Department

2. Ministry of Education, Sana'a, Arab Rpublic of Yemen

3. Ali Muhsin Al'Amir, Director

4. Governmental

5. 1963

6. Cultural centres; Ministry of Information and Culture; Literacy centres, Moral Guidance and General Affairs Department, Ministry of Defence; Literacy centres, Training Department, Ministry of Interior; Women's associations

7. International Bank for Reconstruction and Development (IBRD), Washington; Regional Centre for Functional Literacy in Rural Areas of the Arab States (ASFEC/Unesco); Fundamental Education Centre, Abu Ghoreib, Iraq

8. - To teach reading and writing
- To teach productive skills (agricultural, vocational)
- To arouse awareness of health and national culture
- To teach home management and sewing in literacy centres for women

9. - Imparted functional literacy skills to 5,000 adults
- Designed the curriculum for the target group
- Started new literacy centres in all the provinces, each principal centre motivates the neighbourhood community for participation in the programme

10. Full-time: 10 Part-time: 200

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for new literates, evaluators and researchers

11b. -

12. Area centres organize adult literacy programmes for their respective areas. Each area centre has its own advisory council

III. ASIA AND OCEANIA

	Page
Afghanistan	87
Australia	89
Bangladesh	95
Hong Kong	96
India	99
Indonesia	132
Iran	134
Malaysia	137
New Zealand	141
Pakistan	143
Philippines	149
Thailand	154
Turkey	155

COUNTRY: AFGHANISTAN

1. National Directorate of Adult Education

2. Mikro Rayon, Block No. 2, 2nd floor, Kabul, Afghanistan

3. Dr. M. H. Rahimi, President

4. Governmental

5. 1971

6. Afghan Family Guidance Association

7. UNDP; Unesco; SIDA through FAO; UNFPA

8. - To design and offer functional literacy and post-literacy programmes for different target groups
- To help learners through literacy in developing understanding, knowledge, skill and initiative that might improve their quality of life

9. - Formulated the policy and programme dimensions of national plan of non-formal education
- Streamlined the administrative, organizational and professional infrastructure of NDAE
- Set up a decentralized provincial infra-structure for the implementation of non-formal education, organized literacy programmes for different target groups
- Designed post literacy materials

10. Full-time: 310 Part-time: 500

11a. In-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for new literates, evaluators and researchers

11b. Occasional training courses

12. Instructors receive two types of training: a brief orientation course before class teaching, and 2-3 hours seminar-discussion every Thursday to discuss day-to-day problems, work plan and teaching methodology.

Supervisors and provincial staff short but frequent in-service training through Field Operation Departments of NDAE;
NDAE staff receives on the job training from the Unesco experts, and through study fellowships in institutions in other countries.

COUNTRY: AUSTRALIA

1. Adult Migrant Education Service

2. 167 Kent Street, Sydney, N.S.W. 2000, Australia

3. Geoffrey W. Falkenmire, Superintendent

4. Governmental

5. 1974

6. -

7. Commonwealth Government; State Government (NSW)

8. - To teach adult migrant students skills of reading and writing, and develop their communication abilities in English

9. - Conducted literacy classes for migrants
- Provided remedial programmes on individual basis
- Offered voluntary teaching programmes at home

10. -

11a. Pre-service: writers of instructional materials
In-service: literacy teachers, literacy supervisors, literacy organizers, evaluators and researchers

11b. Regular training courses

12. -

COUNTRY: AUSTRALIA

1. Angurugu Community Library: Research and Resource Centre

2. Angurugu Community Bag, Service No. 1, Via Darwin, N.T. 5791, Australia

3. Lois E. Reid, Librarian/Adult Educator

4. Non-governmental,

5. 1973

6. The Bi-Lingual School Programme

7. Department of Education, N.T., Australia

8. - To teach adults basic reading skills
- To assist people to become better readers
- To enable people to enjoy reading
- To build a bi-lingual library
- To work for overall community development
- To help Aborigines to adapt and adjust to Australian living
- To encourage people to make value judgements in reading
- To collect primary source materials for publication

9. - Conducted a trial run of a series of primers following an alphabet change
- Developed spelling rules
- Produced primers and post primer materials
- Commenced an offset printing programme, translated six English titles
- Trained literacy workers

10. Full-time: 7 Part-time: 1

11a. In-service: literacy teachers

11b. Regular training courses

12. -

COUNTRY: AUSTRALIA

1. Evening Colleges Principals' Association

2. Mosman High School, Gladstone Avenue, Mosman 2088, N.S.W., Australia

3. J. Reilly, President

4. Governmental

5. 1971

6. -

7. N.S.W. Government

8. - To teach reading and writing skills to all adults of N.S.W., including natives and migrants
- To teach reading and writing skills to the intellectually handicapped and emotionally disturbed adults

9. - Conducted literacy classes for adults

10. Part-time: 2,020

11a. In-service: literacy teachers

11b. Regular training courses

12. -

COUNTRY: AUSTRALIA

1. N.S.W. Department of Technical and Further Education (Division of Educational Methods and Resources)

2. Building 43, Sydney Technical College, Broadway, Sydney, N.S.W. 2007, Australia

3. M. A. Watson, Director

4. Governmental

5. 1949

6. -

7. TAFEC, Canberra

8. - To provide programmes and resources to help technical and further education students to overcome their learning difficulties

9. - Offered TEFE student counsellor literacy programmes
- Organized basic education programmes with volunteer home tutors
- Conducted basic education classes within technical colleges
- Prepared manuals for literacy teachers

10. Full-time: 13 Part-time: 41

11a. In-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for new literates, evaluators and researchers

11b. Occasional training courses

12. Training courses also include: in-service conferences, seconded teachers research programmes, informal job training for teachers

COUNTRY: AUSTRALIA

1. SPELD Association of N.S.W. (Specific Learning Difficulties Association)

2. P.O. Box 94, Mosman 2088, N.S.W., Australia
167 Kent Street, Sydney 2000, N.S.W., Australia

3. Yvonne Stewart, Secretary
G. W. Falkenmire, Vice President

4. Non-governmental

5. 1963

6. Evening colleges; Adult Migrant Education Service

7. -

8. - To teach reading and writing skills to people with learning problems

9. - Developed and published teaching and learning materials
- Trained tutors, recruited students
- Set up volunteer teacher programme to help students on individual basis in reading and writing
- Prepared a correspondence programme via cassette

10. Full-time: 3 Part-time: 130

11a. Pre-service and in-service: literacy teachers, literacy trainers

11b. Regular training courses

12. -

COUNTRY: AUSTRALIA

1. Summer Institute of Linguistics

2. Australian Aborigines Branch, P.O. Berrimah, N.T. 5788, Australia

3. Dr. G. L. Huttar, Director

4. Non-governmental

5. 1961

6. National organizations

7. Department of Aboriginal Affairs of Commonwealth of Australia

8. - To emphasize literacy as a community value
- To impart literacy in vernacular to both adults and children
- To prepare, publish and distribute vernacular literature
- To train literacy teachers, and prepare pedagogical materials

9. - Prepared material for six bi-lingual education programmes
- Conducted adult literacy classes
- Experimented with various teaching methods

10. Full-time: 1 Part-time: 13

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, writers of instructional materials, writers of materials for neo-literates

11b. Regular training courses

12. -

COUNTRY: BANGLADESH

1. Adult Education Division of Education Directorate

2. Government of People's Republic of Bangladesh, Old Abhoy Ashram, P.O. & Dist. Comilla, Bangladesh

3. Khandaker Abdul Khalique, Assistant Director of Public Instruction

4. Governmental

5. 1964

6. Government and voluntary organizations

7. Unesco

8. - To eradicate illiteracy
   - To foster economic development
   - To introduce planned family life

9. - Conducted classes in 8 districts
   - Certificates were issued to successful candidates after each part
   - Conducted training programme for literacy personnel

10. Full-time: 20 Part-time: 1,400

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers

11b. -

12. -

COUNTRY: HONG KONG

1. Adult Education Section, Education Department

2. Hong Kong Government, Kowloon Government Offices, 6/F., 405 Nathan Road, Kowloon, Hong Kong

3. Vivian Fong

4. Governmental

5. 1954

6. -

7. -

8. - To provide general education for adults of 18 years and above who missed the opportunity for regular education

9. - Conducted adult literacy classes for different groups of adults; special classes for fishermen began in 1976

10. Full-time: 8 Part-time: 52

11a. -

11b. -

12. -

COUNTRY: HONG KONG

1. Caritas Adult Educational Centre
2. 2 Caine Road, Hong Kong
3. Reverend F. Lerda, President
4. Non-governmental
5. 1953
6. -
7. -
8. - To enable adults to read and write
   - To help overaged drop-outs to continue their studies
9. - Conducted adult basic education classes in four localities totaling about 60 students
10. Full-time: 1,500
11a. In-service: orientation courses, literacy teachers, literacy organizers, writers of instructional materials
11b. -
12. -

COUNTRY: HONG KONG

1. Hong Kong Young Women's Christian Association
2. 1 Macdonnell Road, Hong Kong
3. Ko Siu Wai, General Secretary
4. Non-governmental
5. 1920
6. -
7. -
8. - To provide opportunities for youths and adults to promote their general education and increase their knowledge
   - To help youths and adults to improve their creativity and life
9. - Three evening schools conduct classes for women employees of industry
10. Full-time: 35 Part-time: 200
11a. In-service: literacy organizers
11b. -
12. -

COUNTRY: INDIA

1. Baroda Citizens Council

2. Health Museum, Sayaji Baug, Baroda 390 005, Gujrat, India

3. Dr. K. K. Khatu, Executive Director

4. Non-governmental

5. 1965

6. Voluntary agencies; youth clubs; women's welfare centres; trained and registered volunteers in the Council; industrial workers' education centres

7. Municipal Corporation, Baroda; Social Defence, Ahmadabad; Government of Gujrat; Indo-German Social Service Society

8. - To motivate volunteers and voluntary agencies to participate in functional literacy programmes
- To train selected volunteers in the organization of literacy work
- To develop audio-visual aids and literature on social education and community work
- To conduct workshops on communication and audio-visual aids

9. - Conducted eight literacy classes in slum areas
- Organized seven orientation camps to train volunteers for literacy work
- Offered one specialized training course to voluntary teachers in collaboration with Faculty of Education and Psychology, M.S. College, Baroda

10. Full-time: 45 Part-time: 12

11a. In-service: literacy teachers, literacy trainers, literacy organizers, evaluators and researchers

11b. Regular and occasional training courses

12. -

COUNTRY: INDIA

1. Bengal Mass Education Society

2. 99/IF Bidhan Sarani, Calcutta 700 004, India

3. Bigyan Vikshu, President

4. Non-governmental

5. 1927

6. Smaj Vikas Kendras of Minakha Block and other blocks of 24 Parganas, Calcutta

7. -

8. - To train social educators
   - To publish materials for new literates
   - To undertake research

9. - Organized adult literacy programmes
   - Trained college students in teaching adult illiterates
   - Prepared low priced books for new literates

10. Full-time: 1 Part-time: 4

11a. In-service: literacy supervisors, literacy organizers, evaluators and researchers
Pre-service and in-service: literacy teachers

11b. Regular and occasional training courses

12. -

COUNTRY: INDIA

1. Bhartiya Vidya Pracharni Sabha

2. 15 Chain Singh Ka Bagh, New Palasia, Indore, (M.P.), India

3. Florence Jacob, Director

4. Non-governmental

5. 1954

6. Laxmibai Balmandir, 6 Park Road, Indore; Student Christian Movement, Indore; St. Marks School, Sanvidya Nagar, Indore

7. State Government, M.P.

8. - To organize literacy classes in slums, villages and backward localities
- To train various categories of personnel: social education workers, teachers, and social workers
- To provide training in the use of audio-visual aids (puppetry, Khadargraph, wall papers, etc.)
- To offer occasional training courses in adult education to government and non-governmental agencies
- To organize literacy fairs, exhibitions, conferences and seminars
- To set up libraries for village new literates
- To conduct village surveys

9. - Organized 94 literacy classes and made 2,000 women literate
- Conducted seven adult education training camps, one seminar and two conferences for district workers
- Arranged two library exhibitions
- Set up 10 libraries
- Conducted a survey in five villages

10. Full-time: 1 Part-time: 50

11a. Pre-service: students and workers of voluntary organizations
Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy

organizers, writers of instructional materials, writers of materials for new literates, evaluators and researchers

11b. Regular and occasional training courses

12. -

COUNTRY: INDIA

1. Bhavanagar Mahila Sangh
2. Limdi Chowk, Panwadi, Bhavanagar, Gujrat, India
3. Kamal Vasa, President
4. Non-governmental
5. 1960
6. -
7. Government of India, Ministry of Education and Social Welfare
8. - To impart literacy skills for social and economic growth of individuals
9. - Conducted adult literacy classes
   - Organized seminars to focus attention on the problem of illiteracy
   - Motivated adults through co-curricular programmes to participate in adult literacy programmes
   - Set up small libraries
   - Trained adult literacy personnel
10. Part-time: 18
11a. Pre-service and in-service: literacy teachers
11b. Regular training courses
12. -

COUNTRY: INDIA

1. Bikaner Adult Education Association

2. Praudh Shikshan Bhawan, Saraswati Park, P.O. Box 28, Bikaner, Rajasthan, India

3. C. D. Charan, Honorary Secretary

4. Non-governmental

5. 1965

6. -

7. Government of Rajasthan; Government of India

8. - To spread literacy among adults
- To provide training in local crafts and trades for developing functional competence among adults
- To organize programmes of health education, hygiene and sanitation
- To provide household craft education and cultural education in dance, drama and music
- To develop in adults knowledge about current regional, national and international developments; to uplift their moral and social standards of behaviour

9. - Initiated urban literacy projects, during 1975-77, opened 73 literacy centres, and made 2,925 adults literate
- Initiated animal husbandry based literacy project during 1975-77, opened 183 centres and made 5,000 adults literate
- Published 'Sidhasiri' and 'Jhanjharko' during 1975-77, and also produced 30 titles of books in local dialect on different topics

10. Full-time: 28 Part-time: 163

11a. In-service: literacy teachers, literacy supervisors

11b. Regular and occasional training courses

12. Two training courses for literacy personnel are offered in a year

Projects on youth leadership and youth clubs, instructional material preparation have been submitted for the approval of the Government of India

COUNTRY: INDIA

1. Central Young Mizo Association

2. Hqrs. Aizwal, Mizoram 796 002, India

3. Reverend Lewis Enan

4. Non-governmental

5. 1935

6. Number of branches throughout the State

7. Social Education wing of Education Department, Government of Mizoram

8. - To conduct literacy programmes for all the illiterates of Mizoram
- To conduct functional literacy programmes for illiterate farmers

9. - Conducted literacy classes and made about 3,632 adults literate between 1974-1976

10. Full-time: 2 Part-time: 377

11a. In-service: literacy organizers, writers of instructional materials, writers of materials for new literates, evaluators and researchers
Pre-service and in-service: literacy teachers, literacy supervisors

11b. Occasional training courses

12. -

* Received too late to include in statistical analyses

COUNTRY: INDIA

1. Christian Social Welfare Association

2. Kalasapad, District Cuddapah, (A.P.), India

3. K. S. Purushotham, Secretary

4. Non-governmental

5. 1971

6. -

7. -

8. - To conduct adult literacy classes for illiterates
   - To organize literacy services for new literates
   - To offer training courses for teachers
   - To motivate people for participation in literacy classes
   - To hold seminars, workshops and conferences for promoting the literacy cause

9. - Organized adult literacy centres

10. -

11a. Pre-service and in-service: literacy teachers, literacy trainers

11b. -

12. Retired teachers and volunteers teach literacy on a part-time basis

COUNTRY: INDIA

1. Citizen Volunteers' Training Centre

2. Moirangkhom Bazar, Imphal Pin - 795 001, Manipur, India

3. H. Surendra Kumar Singh, Chief Organizer

4. Non-governmental

5. 1962

6. -

7. Regional Department of Education and Social Welfare, Government of Manipur; Ministry of Education and Social Welfare, Government of India; International Central Agency, West Germany

8. - To impart social education
- To set up volunteer corps
- To establish contacts with other organizations, and association institutions pursuing similar aims and objectives
- To raise funds for the activities of the Citizen Volunteers' Training Course

9. - Started 70 Farmers' Functional Literacy Centres during 1976-77, and made 1,100 adults literate
- Plans to start 70 Farmers' Functional Literacy Centres during 1977-178, and make 1,500 adults literate

10. Full-time: 3 Part-time: 77

11a. Pre-service: literacy teachers, literacy organizers

11b. Regular and occasional training courses

12. -

* Received too late to include in statistical analyses.

COUNTRY: INDIA

1. Dinabandhu Pathagar

2. at/ P.O. Karilopatna, Dist. Cuttack, Orissa, India

3. Kailash Chandra Routray, President

4. Non-governmental

5. 1955

6. Navakisalaya Jubaka Sangha, Talenga; Shri Kshetrapal Jubaka Sangha, Karilopatna; Bapuji Pathagar, Aitipur; Dinabandhu Adult Education Centre

7. State Government and Ministry of Education and Social Welfare, Government of India

8. - To offer literacy teaching programmes to adults
   - To provide reading facilities to new literates
   - To arrange literacy competition to encourage young readers
   - To observe national days

9. - Conducted seminars and debates to highlight the importance of literacy
   - Observed literacy day and publicized the literacy programmes through audio-visual means
   - Organized literacy competition and awarded prizes to successful candidates

10. Part-time: 4

11a. Pre-service: literacy teachers, literacy organizers, writers of instructional materials

11b. -

12. Institutions that trained literacy trainers and writers of instructional materials for new literates and evaluators of the organization:
    1. R.N. Training College, Cuttack
    2. Secondary Basic Training School, Rajasunakhala
    3. Secondary Training School, Salipur
    4. Sceondary Training School, Balia

COUNTRY: INDIA

1. Eastern U.P. Adult Education Association

2. Deoria Sadar, U.P. 274 001, India

3. Madan Singh, Director

4. Non-governmental

5. 1969

6. Selected educational institutions

7. Ministry of Education, Government of India

8. - To establish institutes of continuing education i.e., to promote functional literacy and adult education programme
- To train leaders for functional literacy and adult education programmes
- To help initiate functional programmes of research and action
- To organize seminars, conferences and study tours for the promotion of family welfare, food production and functional literacy programmes
- To organize follow-up services for out-of-school youths and adults in rural areas
- To provide counselling and guidance services to the institutions in functional literacy and adult education programmes
- To collaborate and co-operate with such other institutions, organizations and departments as have objectives similar to those of the association

9. - Conducted literacy programmes through the affiliated high schools and intermediate colleges
- Made 3,575 adults including men and women literate between January 1975 and December 1976

10. Full-time: 8 Part-time: 110

11a. Pre-service: writers of instructional materials
Pre-service and in-service: literacy teachers, literacy supervisors

11b. Regular training courses

12. -

COUNTRY: INDIA

1. Holy Cross Sisters Society

2. Holy Cross Institute, Hazaribagh 825 301, India

3. Sister M. Sigrid Voggel, Provincial Superior

4. Non-governmental

5. 1952

6. -

7. Holy Cross Sisters Institute, Igenbohl, Switzerland; Misereor, Germany; Fastenopfer, Switzerland

8. - To promote functional literacy
- To make people aware of human dignity
- To impart basic information on health, child care, home managements and basic skills

9. - Conducted 7 centres for illiterate girls which offer 10 months full-time courses
- Organized part-time classes for adults
- Held summer camps for students

10. Full-time: 10 Part-time: Student volunteers

11a. Pre-service and in-service: literacy teachers

11b. Regular training courses

12. -

COUNTRY: INDIA

1. Indian Adult Education Association
2. 17-B Indraprastha Marg, New Delhi 110 002, India
3. Dr. M. S. Adiseshiah, President
4. Non-governmental
5. 1939
6. -
7. Ministry of Education and Social Welfare, Government of India
8. - To spread knowledge among people of India on all subjects related to the welfare and cultural themes in popular and attractive manner through suitable agencies
   - To initiate wherever necessary, adult education activities in co-operation with various organizations, and individuals interested in this work
   - To serve as a central bureau of information, advice, co-operation and co-ordination concerning adult education
   - To prepare and supply, if necessary, suitable literature
   - To undertake research, publish books, bulletins and journals
   - To arrange lectures, demonstrations, organize seminars and conferences
   - To induce educational bodies to take up adult education work
9. - Published periodicals such as "Kheti Me Sudhar" (Improvement in Agriculture) and "Proudh Shiksha" (Adult Education) in Hindi, and "Indian Journal of Adult Education" which treat materials of interest to neo-literates and professionals
   - Prepared booklets in English and Hindi for use of literacy workers

10. Full-time: 10

11a. -

11b. Regular and occasional training courses: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for neo-literates

12. -

COUNTRY: INDIA

1. Jana Siksha Prochar Kendra

2. 57B College Street, Calcutta 700 073, India

3. Rama Prasad Mukherjee, Secretary

4. Non-governmental

5. 1969

6. -

7. Lutheran World Service

8. - To eradicate illiteracy from the people residing in villages and city slum areas of West Bengal
- To publish books for new literates

9. - Published a book "Janata Path" for new literate women
- Eradicated illiteracy from Baganda village in Hooghly district
- Established a library for adult literacy and a research training centre to study problems concerning adult literacy
- Celebrated International Literacy Day

10. Full-time: 21 Part-time: 4

11a. Pre-service: literacy teachers, literacy trainers, literacy supervisors
In-service: literacy organizers, writers of instructional materials, writers of materials for new literates, evaluators and researchers

11b. -

12. -

COUNTRY: INDIA

1. Kasturba Gandhi National Trust

2. Kasturba Functional Literacy Project, Niwali, West Nimar, (M.P.), India

3. Prem Gandhi, Director

4. Non-governmental

5. 1974

6. -

7. World Literacy of Canada

8. - To offer functional literacy courses to all the adult population of 30 tribal villages
- To eradicate social evils, but preserve and develop the desirable elements and habits of Adivasi culture through suitable programmes

9. - Conducted short-term training courses for field workers
- Organized adult literacy classes and made 1,932 adults literate

10. Full-time: 27

11a. Pre-service and in-service: field workers

11b. Occasional training courses for field workers

12. -

COUNTRY: INDIA

1. Literacy House, Lucknow

2. Kanpur Road, P.O. Alambagh, Lucknow - 226 005,(U.P.) India

3. Dwarika Prasad Maheshwari, Director

4. Non-governmental

5. 1953

6. Voluntary organizations of Hindi areas; Central and State Governments

7. Departments of Education and Social Welfare, Ministry of Education and Social Welfare, Government of India; Ministry of Education, Government of U.P., Lucknow

8. - To develop functional literacy and non-formal education techniques and tools through action-oriented programmes
- To conduct adult education for rural adults with emphasis on 15-25 age group
- To assist central and state governments in the effective administration of adult education and social welfare programmes

9. - Trained personnel for literacy programmes at various levels
- Celebrated International Women's Year
- Collaborated with Indian Adult Education Association in the national training workshop for development of problem-based learning materials
- Prepared a problem based literacy teaching First Book and Teacher's Guide
- Organized integrated training programmes in non-formal education for Afghan staff

10. Full-time: 137 Part-time: 5

11a. In-service: evaluators and researchers, visual communication media
Pre-service and in-service: literacy teachers,

literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for new literates, administrators of adult education

11b. Regular and occasional training courses

12. -

COUNTRY: INDIA

1. Mahatma Gandhi Memorial Adult Education Centre
2. Waddepalli, Warangal 506 004, (A.P.), India
3. A. Ravinder, Organizer
4. Non-governmental
5. 1964
6. -
7. Government and voluntary agencies
8. - To eradicate illiteracy among the youth and adults by conducting night schools
   - To disseminate knowledge among the illiterate, semi-literate, literate youth and adults by providing library facilities, conducting of popular lectures and other means of education
   - To hold meetings, seminars and conferences on social education and such other activities
   - To maintain liaison with the social and cultural groups in the interest of literacy movement
   - To encourage the formation of literacy associations in the adjoining villages
   - To create interest among the youth and adults in literacy activities
9. - Conducted literacy classes
   - Organized seminars, symposia and lectures on various aspects and events of the country
10. Full-time: 4 Part-time: Volunteers
11a. -
11b. -
12. Staff services are voluntary

COUNTRY: INDIA

1. Neel Kamal Adult Education Institute

2. 61 Khurshed Bagh, Lucknow, (U.P.), India

3. Anil Kumar Singh, Manager

4. Non-governmental

5. 1969

6. -

7. -

8. - To promote the cause of adult literacy, non-formal education and out-of-school education
- To conduct research in the fields of adult education
- To produce literature for neo-literates and adult learners
- To organize training programmes for teachers, field workers and volunteers
- To co-operate with other organizations and individuals in furthering the cause of literacy and social education

9. - Organized meetings and debates for mobilizing people's opinion in favour of literacy services
- Established branches of the organization in the district for carrying out literacy activities
- Submitted a proposal with state government for the opening of new literacy centres
- Improved existing library services

10. Full-time: 10 Part-time: 10

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for new literates

11b. Regular and occasional training courses

12. -

COUNTRY: INDIA

1. Ramakrishna Mission Ashrama

2. P.O. Narendrapur 743 508, 24-Parganas, West Bengal, India

3. Swami Asaktananda, Secretary

4. Non-governmental

5. 1956

6. About 86 rural organizations in West Bengal

7. State Government of West Bengal; Government of India; many voluntary organizations and Konrad Adenauer Foundation, Germany

8. - To train village level workers (gramsevakis) of the state government with emphasis on agriculture and food production and also extension methods so as to equip them with knowledge and skills to motivate the people to be receptive to agricultural innovations
- To conduct short training courses in applied nutrition, agriculture, horticulture, dairy, poultry, agricultural equipment and youth leadership

9. - Organized adult literacy programmes

10. -

11a. Pre-service: evaluators and researchers
In-service: literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for new literates
Pre-service and in-service: literacy teachers, literacy trainers

11b. Regular and occasional training courses

12. Training programme is assisted by Bengal Service Social League, Calcutta; International Youth Centre, Delhi; National Institute of Community Development

COUNTRY: INDIA

1. Seva Mandir

2. Udaipur 313 001, Rajasthan, India

3. Dr. M. S. Mehta, Adhishthata

4. Non-governmental

5. 1967

6. -

7. Directorate of Industries, Rajasthan; Government of Rajasthan; Government of India; OXFAM, U.K.; World Literacy of Canada

8. - To establish centres and institutions
- To promote schemes of adult education, including literacy programmes
- To set-up libraries and reading rooms for the public
- To work for a new social order based on equality, justice and proper social values with the literacy and community education as a media

9. - Organized 60 literacy centres in the farmers' functional literacy project
- Conducted 30 literacy centres for drop-outs and other illiterate adults
- Made 3,000 tribal youths literate and 100 literacy centres are now operating for them
- Established 125 mobile library centres

10. Full-time: 14 Part-time 322

11a. In-service: writers of instructional materials, writers of materials for new literates, evaluators and researchers
Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers

11b. Occasional seminars and workshops

12. -

COUNTRY: INDIA

1. Shree Durga Vidya Niketan

2. Adult Education Division, Suryaraopet Buckinghampet (P.O.), Vijayawada 2, Krishna Dt. (A.P.), India

3. S. V. L. Narasimham, Director

4. Non-governmental

5. 1956

6. Six adult literacy schools in Vijayawada

7. -

8. - To motivate people to participate in functional literacy programmes
- To provide adults with skills and training necessary to deliberate, discuss, arrive at decisions and implement them
- To help them in earning their livelihood and become better citizens

9. - Organized six adult literacy centres

10. Full-time: 2 Part-time: 6

11a. Literacy personnel are trained in Government Training School for Adult School Teachers, Patanata, Vijayawada 7, Krishna District, Andhra Pradesh, India

11b. -

12. -

COUNTRY: INDIA

1. Shree Sharda Sadan Pustakalya
2. At & P.O. Lalganj, District Vaishali, Bihar, India
3. Dip Narain Sinha, President
4. Non-governmental
5. 1914
6. -
7. Government of India
8. - To conduct separate literacy classes for men and women
   - To make available simple and easy books to new literates
9. - Conducted 30 literacy centres and made 2,000 adult men and women literate
   - Circulated books among the new literates in 60 villages through cycle library
   - Displayed posters to keep interest of neo-literates alive
   - Covered 100 villages for literacy work in 1977
10. Full-time: 16 Part-time: 2
11a. In-service: literacy teachers, literacy supervisors, literacy organizers
11b. -
12. -

COUNTRY: INDIA

1. Shri Jagannath Naish Vidyalaya and Praudha Siksha Mandal

2. Balisahi Samil Ganamal Sahi, Puri Town, Orissa, India

3. Shri Kashinath Mohapatra, Secretary

4. Non-governmental

5. 1971

6. -

7. State Government of Orissa and Government of India

8. - To help illiterates to read and write
- To provide them information about national and international events
- To uproot social evils such as untouchability and belief in superstitions
- To solve unemployment problems through the establishment of cottage industries
- To launch classes to improve financial conditions of poor labourers and farmers
- To initiate programmes to engage literate youths in useful and productive activities
- To spread the message of love, brotherhood and peace

9. - Organized 30 adult literacy classes during 1975
- Trained literacy staff
- Held meetings to motivate adults to participate in adult literacy classes
- Offered condensed courses for the benefit of semi-literates

10. Part-time: 36

11a. Pre-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers

11b. Regular and occasional training courses

12. -

COUNTRY: INDIA

1. Taleem-Ghar

2. B-2/4 River Bank Colony, Lucknow, U.P., India

3. Smt. Sheila Kaul, President

4. Non-governmental

5. 1952

6. Riyasti Anjumane-Tarraqui-e-Urdu, Lucknow, U.P.; Urdu Academy, Hyderabad, A.P.; Bazme Khawateen (Women's organization), Lucknow, U.P.; Taleem Ghar, Kanpur, U.P.; Taleem-Ghar, Maila Rai Ganj, Bara Banki, U.P.; Social Welfare Society, Meerut, U.P.

7. Ministry of Education and Social Welfare, India

8. - To launch literacy campaigns
   - To prepare literature for illiterates and neo-literates
   - To evaluate literacy skills
   - To train teaching and supervisory staff

9. - Conducted successful literacy campaigns and made some 10,000 adults literate
   - Improved the literacy primer between 1974-1976;
   - Improved teaching methods

10. Full-time: 1 Part-time: 2

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers

11b. Regular and occasional training courses

12. -

COUNTRY: INDIA

1. The Vani Mithra Kendra (Regd.)
2. Thavarekere, Bangalore 560 029, Karnatak, India
3. G. S. Sharma, President
4. Non-governmental
5. 1970
6. -
7. Ministry of Education and Social Welfare, Government of India; Adult Education Council, Karnataka; Kannada Sahitya Parishad, Bangalore 18
8. - To serve the socially, educationally and economically backward rural communities
   - To conduct adult literacy classes
9. - Conducted adult literacy programmes
10. Part-time: 22
11a. Staff is trained by Karnataka State Adult Education Council, Bangalore
11b. -
12. -

COUNTRY: INDIA

1. Vikas Bal Niketan Samiti

2. Gopeshwar Mandir Ke Samane Ganga Shahar, Bikaner, Rajasthan, India

3. Harish Bhadani, Chancellor

4. Non-governmental

5. 1970

6. -

7. -

8. - To teach literacy skills to the rural and urban populations in Bikaner district
- To conduct literacy campaign with the aim of developing the all round personality of the participants
- To impart education and work skills to the physically handicapped and destitutes
- To work in the direction of bridging educational gaps between rural and urban populations
- To enlighten people about their role in national reconstruction

9. - Conducted 15 motivational drives to encourage people to participate in literacy programmes
- Sponsored 47 discussion sessions for the benefit of illiterate, semi-literate and marginal city dwellers
- Organized sewing centres for women with the provision of 6 months literacy course
- Established reading rooms and a mobile service of newspaper
- Served 2,300 adults

10. Full-time: 1 Part-time: 10

11a. In-service: literacy trachers, literacy supervisors, literacy organizers, writers of instructional materials

11b. Occasional training courses

12. Training courses are offered in collaboration with the Institute of Psychological Services, Ambedkar, Circle 'Lokmat', Bikaner 334 001, Rajasthan, India

COUNTRY: INDIA

1. Village Reconstruction Organization

2. 6/9 Brodiepet, Guntur 522 002, Andhra Pradesh, India

3. Professor Michael Anthony Windey, Director

4. Non-governmental

5. 1969

6. -

7. Government of India

8. - To assure minimum education for every villager in his vernacular
- To provide a chance to deserving students for continued education
- To link education with skill-formation and community spirit
- To supplement the government efforts

9. - Established learning estates: 7 in Andhra Pradesh, 2 in Orissa, 1 in Tamilnadu
- Began new learning programmes for the village

10. Full-time: 9

11a. Pre-service: literacy teachers, literacy trainers
In-service: literacy organizers, literacy supervisors

11b. Regular and occasional training courses

12. Serving areas:
VRO Office, Barabati Stadium, Cuttack 5, Orissa
VRO Office, Race Course, Tiruchirapalli 20, Tamilnadu

COUNTRY: INDIA

1. Wangjing Women and Girls' Society
2. Indo-Burma Road, P.O. Wangjing, Manipur, India
3. Secretary
4. Non-governmental
5. 1958
6. -
7. -
8. - To organize adult literacy and post-literacy classes for women
   - To train adult literacy personnel
   - To set up Balwadi centres and arts and crafts centres
   - To work for the general welfare of women
   - To co-operate with organizations pursuing similar ends
9. - Set up 160 literacy centres during 1975
   - Conducted functional literacy classes and made 4,800 adults literate during 1975
10. Full-time: 60 Part-time: 100
11a. In-service: literacy supervisors, literacy organizers
   Pre-service and in-service: literacy teachers, literacy trainers
11b. -
12. Contact person: Kumari L. Ashalata, Acting Secretary

COUNTRY: INDONESIA

1. Directorate of Community Education
2. Directorate General of Non Formal Education and Sport, Jl. Kramat Raya 114, Jakarta, Indonesia
3. Anwas Iskandar, Director
4. Governmental
5. 1949
6. -
7. -
8. -
9. -
10. Full-time 3,899
11a. -
11b. -
12. Part-time training course of 4 months, and full-time training course of 2 weeks for adult educators

COUNTRY: INDONESIA

1. National Training Centre of Community Education "Jayagiri"

2. P.L.N.P.M. "Jayagiri", Lembang-Bandung, Indonesia

3. Pepep Sudrajat

4. Governmental

5. 1961

6. Indonesian Women Congress; Indonesian Youth National Committee; and others

7. Unesco; UNICEF

8. - To provide training for community education officers at local and national levels in organizing literacy programmes
- To develop learning materials (textbooks, manuals, audio-visual aids) for distribution at provincial and regency level
- To conduct seminars and workshops in relation to literacy

9. - Trained adult educators in the use of audio-visual aids
- Conducted workshops for writers of instructional materials, and writers of materials for illiterates and semi-illiterates
- Developed simple audio-visual aids and learning games

10. Full-time: 12

11a. Pre-service: literacy organizers
In-service: literacy supervisors
Pre-service and in-service: writers of instructional materials, writers of materials for new literates

11b. -

12. -

COUNTRY: IRAN

1. Bureau of Literacy Project for Workers

2. Ministry of Labour and Social Affairs, Eisenhower Avenue, Tehran, Iran

3. Ali Akbar Saed Samiy, General Director

4. Governmental

5. 1950

6. -

7. National Committee for World Literacy Programme

8. - To eradicate illiteracy in worker groups
- To promote the level of their social knowledge
- To help them in making better adjustments with socio-economic conditions
- To increase their productivity

9. - Conducted two courses, First and Second for the adult illiterates
- Made 50,318 adults literate

10. Full-time: 25

11a. Pre-service: literacy teachers
In-service: literacy supervisors, evaluators and researchers

11b. -

12. -

COUNTRY: IRAN

1. National Committee for World Literacy Programme, National Centre for Adult Education and Training

2. 101/1 Vessal-e Shirazi Avenue, Tehran, Iran

3. Dr. P. Homayounpour, Director, National Centre

4. Governmental

5. 1974

6. Ministry of Agriculture; Ministry of Labour; Ministry of War; Ministry of Education; Women's Organization

7. UNDP; Unesco

8. - To plan, organize and execute specific projects for education and training of adults in different social and economic sectors
- To improve the quality of education and literacy training of adults
- To train researchers and specialists in different aspects of adult education programmes
- To co-ordinate research in the domain of literacy and adult education

9. - Planned national literacy crusade
- Conducted research in various aspects of literacy and adult education
- Developed curriculum materials
- Trained instructors for the rural training centres
- Prepared a module training programme for the women rural agents

10. Full-time: 129 Part-time: 6

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for new literates, evaluators and researchers

11b. Regular and occasional training courses

12. -

COUNTRY: IRAN

1. National Committee for World Literacy Programme
2. P.O. Box 11/1923, Tehran, Iran
3. Dr. Gholamreza Afkhami, Secretary General
4. Governmental
5. -
6. Ministry of Education for Vocational Literacy Project; Ministry of Co-operatives and Rural Affairs Literacy Project for Small Villages
7. -
8. - To conduct functional literacy programmes for adult illiterate men and women
9. - Decentralized responsibility regarding the organization of literacy programmes
   - Organized functional literacy classes for different categories of adult illiterates
10. Full-time: 129 Part-time: 6
11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for neo-literates, evaluators and researchers
11b. Occasional training courses
12. -

COUNTRY: MALAYSIA

1. Lembaga Perpaduan Negara
2. Jabatan Perdana Menteri, Jalan Dato'Onn, Kuala Lumpur, Malaysia
3. Raja Zainal Abidin b.Zahid, Director General
4. Governmental
5. 1970
6. -
7. -
8. - To teach national language especially to non-Malaysian adults
   - To enable drop-outs to continue learning of the language
9. - Conducted literacy classes for adults
   - Organized speech competition, language quiz, competition on recitation of poems, dialogue sessions
10. Full-time: 7 Part-time: 1,666
11a. In-service: literacy teachers, literacy supervisors
11b. -
12. -

COUNTRY: MALAYSIA

1. Malaysian Trades Union Congress

2. Bangunan Buruh, 19 Jalan Barat, Petaling Jaya, Malaysia

3. Dr. P. P. Narayanan, President

4. Non-governmental

5. 1949

6. 121 Trade Unions in the country

7. Friedrich-Ebert-Stiftung; International Confederation of Free Trade Unions; International Labour Organization; International Trade Secretariate

8. - To provide trade union leaders social and political education

9. - Organized about 60 seminars, workshops and short courses on a wide range of trade union and family planning matters

10. Full-time: 3 Part-time: many

11a. Pre-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials
Pre-service and in-service: literacy trainers, literacy organizers

11b. -

12. -

COUNTRY: MALAYSIA

1. Ministry of Agriculture, Community Development Division

2. 4th floor, Bank Negara Building, Kuala Lumpur, Malaysia

3. Ridzwan Jaafar, Secretary

4. Governmental

5. 1961

6. -

7. -

8. - To improve the quality of people's lives through functional literacy programmes

9. - Planned the launching of pilot programmes in functional literacy
- Trained enumerators
- Conducted sample preliminary surveys
- Prepared simple materials
- Pre-tested materials
- Trained class/group leaders
- Started functional literacy classes in the pilot programme
- Supervised the progress of the programme

10. Full-time: 3 Part-time 57

11a. In-service: literacy supervisors
Pre-service and in-service: literacy teachers

11b. -

12. -

COUNTRY: MALAYSIA

1. National Unity Board, Prime Minister's Department
2. Jalan Dato Onn, Kuala Lumpur, Malaysia
3. Raja Zainal Abidin B. Zahid, Director General
4. Governmental
5. 1970
6. -
7. -
8. - To teach national language to illiterate adults and drop-outs from classes through a service-oriented curriculum
9. - Organized quiz contests at district, state and national levels, speech contests, simple essay competitions and dialogue sessions as part of extra-mural activities
   - Prepared reading and teaching materials
10. Full-time: 155 Part-time: 1,500
11a. In-service: literacy teachers, literacy supervisors
11b. -
12. -

COUNTRY: NEW ZEALAND

1. National Council of Adult Education

2. P.O. Box 12-114, Wellington North, New Zealand

3. David James, Director

4. Non-governmental

5. 1963

6. Serve in advisory capacity through a newsletter; Offer occasional small grants to a variety of adult literacy ventures

7. Government of New Zealand (Department of Education); McKenzie Education Foundation

8. - To raise public consciousness of literacy needs
- To serve as advocates to government for resources for literacy projects
- To promote effective adult literacy projects and ensure that they have access to information

9. - Awarded minor grants, mainly for training, to community based literacy projects
- Provided publicity for literacy work through radio, T.V., press and public addresses
- Conducted national seminar on adult literacy
- Participated in Department of Education's working party on literacy and associated seminar
- Convened two planning meetings of literacy organizers
- Published first four issues of new Adult Reading Assistance Newsletter (ARAN)
- Prepared guide for new projects
- Acquired and disseminated literacy resource materials through our library

10. Full-time: 1

11a. -

11b. -

12. Plans exist to begin training literacy organizers

* Received too late to include in statistical analyses

COUNTRY: PAKISTAN

1. All Pakistan Women's Association

2. 67/B Garden Road, Karachi 3, Pakistan

3. Begum Ra'ana Liaquat Ali Kahn, President

4. Non-governmental

5. 1949

6. National, provincial and district women's organizations

7. Government of Pakistan; Unesco

8. - To help women and girls learn reading and writing of the national language
- To make girls understand their environment
- To enable girls to read the literature of their interest for a better life
- To encourage girls to express themselves and communicate their feelings through writing
- To motivate girls towards self-help and becoming useful members of the society
- To make girls conscious of women's rights as guaranteed by the Constitution of Pakistan

9. - Started 25 literacy centres
- Organized seminars, conferences and workshops to communicate the message of the "United Nations Decade for Women"
- Improved library services

10. Full-time: One in each branch Part-time: Many

11a. In-service: literacy teachers

11b. Training courses on request

12. -

COUNTRY: PAKISTAN

1. Bureau of Curriculum Development and Education Extension Services
2. N.W.F.P., Jhangi Abbot Abad, Peshawar, Pakistan
3. Deputy Director
4. Governmental
5. 1970
6. -
7. Provincial Government of N.W.F.P.
8. - To teach adults simple literacy skills
   - To make adults aware of their rights and duties
   - To provide adults with basic information about health and nutrition, child-care, agriculture
9. - Set up and maintained 150 literacy centres
10. Part-time: 150
11a. In-service: literacy teachers, literacy trainers
11b. -
12. -

COUNTRY: PAKISTAN

1. Directorate of IRDP

2. Court Road, Quetta, Baluchistan, Pakistan

3. Secretary, Local Government Rural Development and Agrovilles Department

4. Governmental

5. 1976

6. -

7. Government of Baluchistan

8. - To promote functional literacy in the rural areas of Baluchistan

9. - Set up 21 IRDP Markaz Areas and adult literacy classes (ALC) in each area during 1976-77

10. Part-time: 105

11a. In-service: literacy teachers, literacy supervisors

11b. Regular training courses

12. Other organizations that co-operate in the training programmes:
1. Rural Development Academy Baluchistan, Sariab Road, Quetta, Pakistan

COUNTRY: PAKISTAN

1. National Farm Guide Council of Pakistan

2. 16 - Jalal ud-Din Roomi Road, Lahore, Pakistan

3. Dr. A. Rahim Chawdhry, Chairman

4. Non-governmental

5. 1966

6. Educational training institutions through farm guide units; People's Works Department; voluntary agencies

7. Food and Agriculture Organization (F.A.O.)

8. - To educate farmers for better agricultural practices
- To improve the living conditions of the rural society

9. - Published and distributed reading materials to literacy students and teaching guides for teachers
- Trained trainers of teachers
- Conducted briefing courses for literacy teachers
- Continued the publication of the fortnightly newspaper "Dehi Razakar"

10. Full-time: 40 Part-time: 5

11a. Pre-service: literacy trainers
In-service: literacy teachers, literacy supervisors, literacy organizers

11b. Regular training courses

12. -

COUNTRY: PAKISTAN

1. Pakistan Academy for Rural Development

2. Academy Town, Peshawar, Pakistan

3. Hizbullah Khan, Director

4. Governmental

5. 1959

6. -

7. -

8. - To impart in-service training to the administrators in development administration
- To conduct research in the field of rural development and its administration
- To offer continuing education through conventions, seminars, conferences, off-campus courses and action research programmes

9. - Involved Ulema in the rural development programme
- Set up libraries in rural areas

10. Full-time: 10

11a. -

11b. In-service training of administrators, the course content includes elements of mass literacy and adult education

12. Training is also conducted by:
1. Daudzai Markaz, Integrated Rural Development Programme, Village Nahaqui, District Peshawar, Pakistan

COUNTRY: PAKISTAN

1. Pakistan Girl Guides Association

2. Guide House, 5 Habibullah Road, Lahore, Pakistan

3. Begum G. A. Khan, National Commissioner

4. Non-governmental

5. 1947

6. -

7. Federal Government of Pakistan; Provincial Governments; National Council of Social Welfare; Ministry of Social Welfare; Local Government and Rural Development; Government of Pakistan for Adult Education Projects

8. - To offer training in youth leadership
- To channelize youth energies in working for the welfare of the community
- To help women living in slum and rural areas develop individual capacities through functional literacy programmes

9. - Made 2,984 women literate
- Has established 115 literacy centres in which 15 to 40 women receive literacy teaching
- Celebrated International Women Year through "Guiding in Rural Areas" and "Workshop on Adult Education" to promote literacy programmes
- Pilot project on "Nutrition" is successfully progressing

10. Full-time: 3 Part-time: 10

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers

11b. -

12. Yearly celebration of International Literacy Day; Projected programmes: Adult Education for Women (Literacy), Food and Nutrition, Health and Environment, Economic Uplift

COUNTRY: PHILIPPINES

1. Adult Education Extension Service

2. General Office, Department of Education and Culture, Arroceros Street, Manila, Philippines

3. Dr. Pedro L. Esteban

4. Governmental

5. 1937

6. -

7. The Philippines Business for Social Progress; World Education, Inc., U.S.A.; United Nations Development Programme (UNDP); Unesco, Philippines

8. - To initiate and conduct surveys to determine the magnitude of adult literacy
- To enlist the co-operation of other agencies in carrying out literacy campaigns
- To prepare a comprehensive programme for literacy education
- To organize and supervise literacy classes for adults and out-of-school youths
- To disseminate instructive, cultural and vocational information
- To train teachers and community organizers for adult education
- To prepare statistics and report on adult education and literacy activities
- To eradicate illiteracy and provide vocational training to adults and out-of-school youths

9. - Conducted literacy courses on: Basic Literacy - learning to read and write and do simple arithmetic computation; Advanced Literacy - reading to learn; Short Vocational Courses - for economic improvement
- Organized community assemblies
- Organized radio listening groups

10. Full-time: 5 Part-time: 2

11a. In-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for new literates

11b. Regular and occasional training courses

12. Training programmes serve the specific needs of participants and society

COUNTRY: PHILIPPINES

1. Girl Scouts of the Philippines
2. 901 Padre Faura Ermita, Metro Manila, P.O. Box 1448, Manila, Philippines
3. Dr. Estefania Aldaba Lim, National President
4. Non-governmental
5. 1940
6. -
7. Philippine Charity Sweepstakes; Mutual Aid Scheme (World Association of Girl Guides and Girl Scouts)
8. - To work for the welfare of the society and offer educational programmes
9. - Conducted adult literacy programmes
10. Full-time: 96 Part-time: 18
11a. Department of Higher Education and Culture trains the staff of the organization
11b. -
12. -

COUNTRY: PHILIPPINES

1. Summer Institute of Linguistics, Philippine Branch

2. P.O. Box 2270, Manila, Philippines

3. Daniel H. Weaver, Director

4. Non-governmental

5. 1952

6. Department of Education and Culture, Republic of Philippines; many voluntary agencies

7. Summer Institute of Linguistics, U.S.A.

8. - To prepare instructional material in minority Filipino vernaculars
- To train literacy teachers and members of cultural minority communities to write in their vernacular

9. - Published 29 titles in vernacular language
- Conducted 11 teacher training workshops and seminars
- Organized two workshops especially for material preparation and sponsored two literacy projects

10. Part-time: 100

11a. In-service: writers of materials for neo-literates
Pre-service and in-service: literacy teachers, literacy supervisors, writers of instructional materials

11b. Regular training courses

12. Staff training is provided internationally at Summer Institute of Linguistics sessions at the University of North Dakota, University of Oklahoma, University of Washington, University of Texas, Arlington, University of North Carolina as well as Summer Institutes in England, Australia, Germany, South Africa and Brazil

COUNTRY: PHILIPPINES

1. Young Women's Christian Association of the Philippines

2. 880 United Nations Avenue, Manila 2801, Philippines

3. Atty. Flerida Ruth P. Romero, National President

4. Non-governmental

5. 1948

6. -

7. Pathfinders Fund, Inc.; Department of Social Services and Development

8. - To realize national developmental objectives through different programmes such as functional literacy and numeracy, basic understanding of daily problems, functional knowledge and skills in family life and political socialization

9. Long-term on-going projects: conducts regular seminars/conferences/workshops on literacy and adult education
- Organizes vocational income producing projects for women
- Holds regular Bible study groups through the local YMCA
- Offers basic leadership training courses in the organization of local programmes

10. Full-time: 11 Part-time: 2

11a. General training course which includes literacy as one of the components

11b. -

12. -

COUNTRY: THAILAND

1. Functional Literacy and Family Life Planning Project

2. Adult Education Division, General Education Department, Ministry of Education, Bangkok, Thailand

3. Sunthorn Sunanchai, Director

4. Governmental

5. 1940

6. Military Literacy Programmes; Teacher College Educational Extension; Hill Tribe Project

7. World Education, Inc.

8. - To maintain Khit-pen ability for problem solving that will help in leading a better life and becoming good citizens
- To motivate people to know about the uses of co-operative extension services
- To develop literacy skill as a tool for seeking useful information or technology

9. - Conducted 15 teacher training programmes for 600 teachers
- Organized functional literacy classes to teach 40,000 students
- Published 50,000 functional literacy texts for the use of learners
- Sponsored 5 seminars for functional literacy and family life planning project

10. Full-time: 8

11a. In-service: evaluators and researchers
Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers

11b. Regular training courses

12. -

COUNTRY: TURKEY

1. The Adult Education Division, Ministry of National Education

2. Milli Egitim Bakanligi Halk Egitimi Genel, Mudurlugu, Ankara, Turkey

3. Bayram Bayrak,Director General

4. Governmental

5. 1960

6. The Adult Education Committee of the Voluntary Organization

7 -

8. - To conduct basic literacy programmes
- To train adult educators
- To develop methods and techniques for the training of educators
- To help adults to acquire and improve skills
- To co-ordinate efforts of the various organizations engaged in adult education programmes

9. - Conducted adult education classes and made 17,959 adults literate at A level, 6,072 adults at B level, and 3,105 adults at C level

10. Full-time: 2,910

11a. -

11b. -

12. -

COUNTRY: TURKEY

1. Association of Public Education and Social Development

2. Bahcelievler 60, Sok 6/6, Ankara, Turkey

3. Fethi Ulku, President General

4. Non-governmental

5. 1958

6. -

7. -

8. - To minimize literacy and cultural differences among the different segments/sectors of population
   - To raise the cultural level
   - To promote social and economic development

9. - Offered courses in literacy, foreign languages and handicrafts
   - Organized conferences
   - Conducted research
   - Established library services

10. Full-time: 19 Part-time: 3,000

11a. In-service: literacy teachers, literacy supervisors, literacy organizers

11b. -

12. Twenty-three branches of the association are operating in Ankara

IV. LATIN AMERICA AND THE CARIBBEAN

	Page
Argentina	159
Bahamas	160
Bolivia	161
Brazil	171
Chile	172
Colombia	175
Costa Rica	184
Dominican Republic	186
Ecuador	188
El Salvador	190
Guatemala	191
Mexico	193
Nicaragua	197
Uruguay	199

COUNTRY: ARGENTINA

1. Institute of Popular Culture - INCUPO

2. Rivadavia 1275 - C.C. No. 30, Reconquista, (Santa Fe), Argentina

3. Silvia S. de Pereda

4. Non-governmental

5. 1970

6. -

7. Catholic Organization for Development; private groups

8. - To conduct adult literacy programmes
   - To emphasize the life-long aspects of education in northern Argentina

9. - Selected region for work
   - Selected trainers
   - Trained trainers and volunteers
   - Used radio programmes for adults

10. Full-time: 52

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of follow-up materials;
Pre-service: writers of instructional materials

11b. Occasional training courses

12. -

COUNTRY: BAHAMAS (West Indies)

1. The National Women's Movement

2. P.O. Box N 4646, Nassau, Bahamas, (West Indies)

3. Dr. Doris L. Johnson, National Director

4. Non-governmental

5. 1968

6. -

7. -

8. - To acquaint women with national development needs
- To educate them in respect of home and family needs, their community needs and responsibilities

9. - Plans to conduct literacy programmes in conjunction with other development projects

10. -

11a. Pre-service: literacy trainers
In-service: literacy teachers
Pre-service and in-service: literacy supervisors

11b. -

12. -

COUNTRY: BOLIVIA

1. Accion Cultural Loyola (ACLO)

2. Casilla 155, Sucre, Bolivia

3. R.P. Jorge Trias, S.J.

4. Non-governmental

5. 1966

6. -

7. Escuelas Radiofonicas de Bolivia (ERBOL)

8. - To help illiterates arrive at a point where they can easily express themselves both in the spoken word and with the written word

9. - Trained literacy staff
- Conducted motivational campaigns and the selection of communities in which listening groups were to be established
- Organized literacy groups in the chosen communities

10. Full-time: 1 Part-time: 2

11a. Pre-service: literacy teachers

11b. -

12. -

COUNTRY: BOLIVIA

1. Alfalit Boliviano

2. Casilla 1466, Cochabamba, Bolivia

3. German Claros Guzman

4. Non-governmental

5. 1964

6. -

7. Alfalit Internacional; Swedish International Development Agency (SIDA)

8. - To eradicate illiteracy in Bolivia
- To provide each worker with the necessary skills in literacy and numeracy needed for his/her work

9. - Conducted literacy classes in both urban and rural centres

10. Full-time: 6 Part-time: 36

11a. Pre-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers,
In-service: writers of didactic materials, writers of follow-up materials for new literates, evaluators

11b. Regular training courses

12. Alfalit Boliviano is currently engaged in the production of reading materials in both Indian languages and in Spanish;
Alfalit Boliviano also conducts general seminars for literacy personnel

COUNTRY: BOLIVIA

1. Emisora y Escuelas Radiofonicas San Rafael

2. Casilla 546, Cochabamba, Bolivia

3. R. P. Herbert Villegas

4. Non-governmental

5. 1960

6. -

7. Escuelas Radiofonicas de Bolivia (ERBOL); National Ministry of Education of Bolivia; Institute of Rural Education

8. - To help the rural inhabitants of the area participate in an educational offering which might contribute to their becoming literate;
- To use radio and other means of social communication for literacy purposes;
- To integrate the rural inhabitants into national life;
- To make rural inhabitants aware of the resources which exist in their environment and which can contribute to the making of a better life for them

9. - Conducted motivational campaign through visits to rural villages
- Printed and distributed didactic materials
- Staff training
- Conducted literacy classes
- Elaboration of necessary radio programmes and supplementary materials
- Conducted systematic evaluation and the preparation of reading materials for new literates

10. Full-time: 12 Part-time: 3

11a. Pre-service and in-service: literacy teachers, literacy supervisors, literacy organizers, evaluators and researchers

11b. Regular and occasional training courses

12. -

COUNTRY: BOLIVIA

1. Escuelas Radiofonicas de Bolivia (ERBOL)

2. Casilla 5946, La Paz, Bolivia

3. R. P. Herbert Villegas

4. Non-governmental

5. 1967

6. Numerous radio schools in Bolivia

7. Misereor Zentralstelle (Germany); National Ministry of Education, Bolivia

8. -

9. - Conducted literacy classes for 15,000 people in 1975 and 14,500 in 1976

10. Full-time: 124 Part-time: 76

11a. Pre-service: literacy teachers
In-service: literacy organizers
Pre-service and in-service: literacy trainers

11b. Occasional training courses

12. -

COUNTRY: BOLIVIA

1. Escuelas Radiofonicas Juan XXIII (Promocion Popular)

2. Vicariato de Chiquitos, San Ignacio de Velasco, Santa Cruz, Bolivia

3. Jose Barrientos de Uagrte

4. Non-governmental

5. 1967

6. -

7. Misereor Zentralstelle (Germany); Bolivian National Ministry of Education

8. - To permit rural inhabitants in the area to have an access to literacy and thus an access to a critical awareness which will enable them to function better in their society
- To provide a diverse education through the means of radio

9. - Conducted community visits to establish a base line survey for the formulation of materials to be used in radio broadcasts
- Organized literacy courses
- Trained educational leaders in each community
- Conducted literacy classes and subsequent evaluation of the programme

10. Full-time: 8

11a. Pre-service: educational leaders who work as both teacher and promoter of the literacy classes conducted by the radio station

11b. Regular training courses

12. -

COUNTRY: BOLIVIA

1. Escuelas Radiofonicas Senor de Burgos

2. Mizque, Cochabamba, Bolivia

3. Father Mario Comina

4. Non-governmental

5. 1972

6. -

7. Misereor (Germany)

8. - To raise the level of life of the rural inhabitants of Bolivia, especially in the social, cultural and economic realm and to incorporate them into national life
   - To teach basic literacy and numeracy skills

9. - Organized literacy centres in rural communities
   - Conducted literacy classes
   - Trained teachers
   - Prepared didactic materials and radio programmes
   - Supervised and evaluated programmes

10. Full-time: 7 Part-time: 2

11a. Pre-service: literacy supervisors, literacy organizers
Pre-service and in-service: literacy teachers, literacy trainers

11b. -

12. -

COUNTRY: BOLIVIA

1. Instituto de Investigacion Cultural para Educacion Popular (INDICEP)

2. Casilla 1016, Oruro, Bolivia

3. Grover Vega Tellez, Director General

4. Non-governmental

5. 1969

6. -

7. Comite Catholique contre la Faim et pour le Developpement (France); Development and Peace (Canada)

8. - To seek a dynamic and liberating solution for the problem of illiteracy and the under education and marginality of the masses in Bolivia
- To experiment, investigate and disseminate information on a new popular education which is related to national reality
- To contribute to the education of the popular masses

9. Conducted adult education programmes for various groups which included: regular literacy, functional literacy, literacy programmes for women, nutrition education, etc.

10. Full-time: 13

11a. Pre-service: literacy organizers, writers of didactic meterials
Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, writers of follow-up materials for new literates, evaluators and researchers

11b. -

12. -

COUNTRY: BOLIVIA

1. Instituto Linguistico de Verano
2. Casilla 64, Riberalta, Beni, Bolivia
3. Ronaldo Olson, Director
4. Non-governmental
5. 1955
6. -
7. The Ministry of Education in Bolivia; Summer Institute of Linguistics
8. -
9. - Trained bilingual teachers
   - Supervision of bi-lingual schools
10. -
11a. In-service: writers of instructional materials, writers of materials for new literates
Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors
11b. Occasional training courses
12. -

COUNTRY: BOLIVIA

1. Instituto Radiofonico Fe y Alegria (IRFA)
2. Casilla 3213, Santa Cruz, Bolivia
3. Emma Rioja Gutierrez
4. Non-governmental
5. 1976
6. -
7. Committee of Public Works in Santa Cruz, other municipal organizations
8. - To give an exposure to basic literacy skills through the use of radio. (Actual work will begin in the near future)
9. - Literacy activities will begin in the near future
10. Full-time: 16
11a. -
11b. -
12. -

COUNTRY: BRAZIL

1. Movimento de Educacao de Base (MEB)

2. Rua Sao Clemente 385, Botafogo, 20 000, Rio de Janeiro - RJ, Brazil

3. D. Luciano Jose Cabral Duarte, President

4. Non-governmental

5. 1961

6. -

7. Ministry of Education, Brazil; Vastenaktie Nederland (Holland); Bischofliche Aktion Adveniat (Germany); Misereor (Germany); Canadian Catholic Organization (Canada), Latin American Bureau (LADOC)

8. -

9. -

10. -

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers

11b. Occasional training courses

12. -

COUNTRY: CHILE

1. Centro Audio Visual Evangelico (CAVE)

2. Casilla 9558, Santiago, Chile

3. Samuel Nalegach Pons, Commercial Administrator

4. Non-governmental

5. 1967

6. -

7. -

8. - To lower the illiteracy rate in the region by 7% in two years
- To expose illiterates to a view of life based on a spiritual hope and human respect
- To promote community development through individual development
- To teach literacy and numeracy skills to adult learners
- To foster a change and desire to participate actively in society

9. - Conducted training activities for teachers and supervisors.
- Conducted classes for illiterate workers in both rural and urban settings

10. Full-time: 30 Part-time: 19

11a. Pre-service: literacy supervisors
Pre-service and in-service: literacy teachers, literacy trainers, evaluators

11b. -

12. -

COUNTRY: CHILE

1. Department of Adult Education
2. Avda. Bulnes No. 259, Depto. 604, Santiago, Chile
3. Maria Isabel Concha Varas, Social Assistant
4. Governmental
5. 1976
6. National Secretariat for Women; Municipalities; CAVE-Chile; Caritas-Chile; National Secretariat for Juveniles; Corporation for Agrarian Reform
7. Ministry of Public Education of Chile
8. - To teach farmers how to read and write
   - To teach farmers how to live better in their work and their community
   - Diminish number of illiterates from 10.7% to 6% in five years
9. - Formulated programme policies
   - Conducted national programmes for literacy in co-operation with public and private sectors
10. -
11a. Pre-service and In-service: literacy teachers, literacy supervisors, literacy organizers
11b. Regular and occasional training
12. -

* Received too late to include in statistical analyses

COUNTRY: CHILE

1. Instituto de Educacion Rural

2. Av. Republica 124, Casilla 10397, Santiago, Chile

3. Sergio Cisterna Herrera, President

4. Non-governmental

5. 1955

6. -

7. -

8. - To provide literacy education to at least 600 illiterate farmers and farm workers per year. Literacy is only one aspect of the total programme of the Institute

9. - Researched and evaluated educational methods for use in literacy education
- Elaborated and printed didactic materials using the Laubach method
- Conducted literacy classes for farmers and farm workers
- Trained personnel for conducting literacy classes

10. Full-time: 314 Part-time: 45

11a. Pre-service: literacy teachers, literacy supervisors

11b. Regular training courses

12. -

COUNTRY: COLOMBIA

1. Accion Cultural Popular, Escuelas Radiofonicas de Sutatenza (ACPO)

2. 7170 Bogota, Calle 20, No. 9-45, Colombia

3. Jose Joaquin Salcedo, Director General

4. Non-governmental

5. 1949

6. Radio Sutatenza, Colombia

7. -

8. - To provide literacy skills and related educational offerings through the means of radio

9. - Organized listening groups;
- Conducted radio broadcasts and designed and published didactic materials to be used in conjunction with radio broadcasts

10. -

11a. Pre-service: literacy teachers, literacy trainers, literacy supervisors
Pre-service and in-service: literacy teachers

11b. -

12. -

COUNTRY: COLOMBIA

1. Departamento de Antioquia, Secretaria de Educacion, Seccion de Educacion Especial

2. Medellin, Antioquia, Colombia

3. Jaime Diaz Osorio

4. Governmental

5. -

6. 190 adult education centres in the province of Antioquia; 31 artisanal training centres in the province of Antioquia

7. -

8. - To provide adults, 14 years and over, with the equivalent of basic primary education;
- To provide adults of 14 years and older with manual and vocational training

9. - Provided literacy and manual training to adults 14 years of age and older;
- Conducted training seminars for adult education teachers and supervisors

10. Full-time: 290 Part-time: 300

11a. In-service: literacy teachers, literacy supervisors

11b. Regular and occasional training courses

12. -

COUNTRY: COLOMBIA

1. Division de Diseno y Programacion Curricular de Educacion No-Formal, Ministerio de Educacion Nacional

2. Division de Educacion No-Formal, CAN, Bogota, Colombia

3. Alfonso Velasco Rojas

4. Governmental

5. 1976

6. -

7. Ministry of National Education

8. - To impart literacy skills to new groups within the national population

9. - Prepared curricular design

10. Full-time: 4

11a. In-service: literacy teachers

11b. -

12. -

COUNTRY: COLOMBIA

1. Division de Educacion de Adultos

2. Distrito Educativo No. 10, Barrio "Pueblo Nuevo", Buenaventura, Valle, Colombia

3. Olga Leon de Pineda

4. Governmental

5. -

6. Empresa Puertos de Colombia "Colpuertos" Buenaventura; Instituto Matias Mulumba, Buenaventura; Colegio Gabriela Mistral, Buenaventura

7. Ministry of National Education, Adult Education Division

8. - To teach basic literacy and numeracy skills to illiterate workers;
- To work among labourers to increase their critical awareness of their rights and the part that they must play in community development;
- To transmit to adults those work skills necessary for their integration into a productive society

9. - Prepared materials for use in literacy classes;
- Organized classes;
- Trained literacy teachers, organizers and supervisors

10. Full-time: 86 Part-time: 10

11a. In-service and pre-service: literacy teachers, literacy supervisors, writers of reading materials for new literates

11b. Regular and occasional training courses

12. -

COUNTRY: COLOMBIA

1. Division de Educación no Formal y Educacion de Adultos

2. Of. 225 Mineducacion, Can, Bogota, D.E., Colombia

3. Cecilia Obregon de Arenas

4. Governmental

5. 1968

6. -

7. Accion Cultural Popular; National Ministry of Education in Colombia

8. - To fulfill the objectives of the second five year plan in the area of adult education;
- To assist people in understanding their problems, in discovering the resources which are available to them for solving their problems;
- To promote adult education at the national and regional level;
- To train personnel for the conduct of adult education programmes;
- To foster the co-ordination of all resources necessary for the optimal conduct of adult education at the national and regional level;
- To prepare and implement literacy campaigns and adult education programmes

9. - Conducted classes for adults up to a level equal to 9th grade;
- Elaborated didactic materials;
- Supervised and evaluated adult education activities;
- Created popular reading rooms and reading clubs;
- Stressed the training of adult educators at the university level;
- Trained adult education personnel

10. Full-time: 15

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of didactic materials, writers of follow-up materials for new literates

11b. Regular training services

12. -

COUNTRY: COLOMBIA

1. Division of Adult Education, Branch of the Secretary of Public Education of the Department of Risaraldo

2. Edificio de la Corporacion Financiera de Occidente, Calle 19 No 8-34, 7º piso, Of. 701, Pereira-Risaralda

3. Reinaldo Cardenas Marulanda

4. Governmental

5. 1970

6. -

7. Division of Adult Education, Ministry of National Education; Secretary of Public Education

8. - To aid in the understanding of personal problems and their solutions
- To educate adults to the continuing services of other institutions
- To train adults in the use of free time
- To direct the whole course of literacy activities
- To improve the teaching methods employed in literacy
- To attain the integration of the indigenous society in the processes of education

9. - Began a pilot functional education programme
- Established communication and co-ordination between various agencies of education

10. Full-time: 7 Part-time: 8

11a. Pre-service: literacy organizers
In-service: literacy teachers, literacy trainers, literacy supervisors, writers of instructional materials, evaluators and researchers

11b. Regular and occasional training courses

12. -

COUNTRY: COLOMBIA

1. Fundacion Alfabetizadora Laubach (Laubach Literacy Foundation)

2. Apartado aereo 2561, Medellin, Colombia

3. Luis Oscar Londono Zapata

4. Non-governmental

5. 1963

6. Civic groups; religious groups; secondary schools

7. Laubach Literacy International

8. - To consider those social conditions which serve as a basis for the organization of literacy courses;
- To improve comprehension among adult learners through study and ritical thinking;
- To foster motivations, actions and behaviour which support the literacy process;
- To elaborate educational materials and methods which reflect and correspond to the reality in which the adult learner is living;
- To create conditions in which the learner is not only an equal partner but also in control of the process

9. - Trained literacy teachers for urban and rural settings;
- Published books for new literates;
- Conducted courses on the production of learning materials for adults;
- Carried out surveys in rural areas;
- Published magazines and bulletins;
- Organized courses on socio-linguistics for literacy workers

10. Full-time: 15

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy organizers, writers of follow-up materials, evaluators

11b. Regular training courses

12. -

COUNTRY: COSTA RICA

1. Alfalit Internacional

2. Apartado 292, Alajuela, Costa Rica

3. Rev. Gerardo Martinez Ginarte

4. Non-governmental

5. 1962

6. -

7. Intermedia; The Reformed Christian Church; The Lutheran Church of America

8. - To teach reading and writing skills to illiterates, and provide them with simply written Christian literature as well as secular literature
- To stimulate and give technical aid in the areas of adult education and functional literacy
- To serve all mankind without discrimination
- To stimulate community development at the local level

9. - Provided an educational opportunity for 15,000 youths and adults in 13 countries where Alfalit International works with national organizations Most of the materials used in the individual countries were developed under the guidance of Alfalit International

10. Full-time: 7

11a. Pre-service: literacy teachers, literacy trainers, literacy supervisors
In-service: literacy organizers, writers of follow-up materials for new literates

11b. -

12. Alfalit International's staff participate in training courses conducted by Laubach Literacy International, The Organization of American States

COUNTRY: COSTA RICA

1. Instituto Centroamericano de Extension de la Cultura (ICECU)
2. Apartado 2948, San Jose, Costa Rica
3. Dr. Roderich Thun Stotzingen
4. Non-governmental
5. 1964
6. -
7. German Adult Education Association (DVV); Canadian International Development Agency (CIDA)
8. - To edit and publish reading material for new literates
9. -
10. Full-time: 36
11a. -
11b. -
12. -

COUNTRY: DOMINICAN REPUBLIC

1. Direccion General de Educacion de Adultos

2. Av. Maximo Gomez Esquina, Santiago, Santo Domingo, D.N., Dominican Republic

3. Ramiro Villanueva Fabian, Director

4. Governmental

5. 1956

6. Cultural clubs at the national level; Radio Santa Maria

7. -

8. - To reduce illiteracy to its minimal level through giving the necessary literacy and numeracy skills to adult learners and teaching good reading habits to adult learners

9. - Conducted base line surveys to establish literacy rates
- Stimulated other organizations working in the field of literacy
- Began new literacy classes
- Conducted seven regional consultations on adult education within the country
- Organized literacy campaigns

10. Full-time: 14 Part-time: 1,825

11a. Pre-service: literacy teachers, literacy supervisors
In-service: literacy supervisors, writers of follow-up materials for new literates

11b. Regular and occasional training courses

12. Personnel from the Adult Education Section participate in training programmes offered by other organizations within the Dominican Republic.

COUNTRY: DOMINICAN REPUBLIC

1. Union of English Evangelists for the Service of the Community, Inc.

2. Apt. 270, Santo Domingo, D.N. or Av. Duarte no. 216 Altos, Santo Domingo, Dominican Republic

3. Rev. Fernando Langer, Minister of Theology and Education

4. Non-governmental

5. 1970

6. Centres of primary and private education; Formulation of juvenile clubs

7. Care Dominicana

8. - To eradicate illiteracy in the country

9. - Conducted literacy classes

10. Full-time: 8

11a. Pre-service, literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for new literates, evaluators and researchers

11b. Regular training courses

12. -

COUNTRY: ECUADOR

1. Alfalit Ecuatoriano

2. Casilla 634-A, Quito, Ecuador

3. Estuardo L. Lopez Sociologist

4. Non-governmental

5. 1967

6. -

7. Alfalit Internacional

8. - To eradicate illiteracy among Christians, especially evangelists;
- To contribute to the eradication of illiteracy in the country;
- To create a new literate person capable of contributing to the country and helping the marginal classes;
- To collaborate with Christain evangelical villages in providing them volunteers for work

9. - Conducted approximately 50 courses to prepare voluntary literacy teachers;
- Held seminars to improve the professional quality of Alfalit staff;
- Co-ordinated 35 literacy centres;
- Maintained correspondence courses in basic education
- Relayed radio programmes

10. Full-time: 2 Part-time: 2

11a. Pre-service: literacy organizers
In-service: literacy supervisors
Pre-service and in-service: literacy teachers, literacy trainers

11b. Regular training courses

12. -

COUNTRY: ECUADOR

1. Department of Adult Education and Educational Co-ordination for Development

2. Ministry of Public Education, Quito, Ecuador

3. Professor Carlos Poveda Hurtado, Technical Administration and Educational Supervision

4. Governmental

5. 1977

6. -

7. -

8. Objectives have been stated in the light of the high rate of illiteracy, and especially its high incidence in the rural areas.
- To integrate illiterates into the national culture through reading, writing, numeracy and science
- To give new literates elementary education adapted to their needs
- To get the participation of adults in the social, economic and political life of the country
- To reduce the illiteracy rate by 3% each year

9. The department is in the stage of planning activities since it was just created in February 1977 and has to carry out various programmes among which literacy is one

10. -

11a. Pre-service and in-service. literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of materials for new literates, researchers and evaluators

11b. Regular and occasional training courses

12. Training provided in planning, execution and supervision

COUNTRY: EL SALVADOR

1. Direccion de Educacion entre Adultos y Permenente

2. Ministerio de Educacion, San Slavador, El Salvador

3. Agusto Aguilar

4. Governmental

5. 1960

6. -

7. -

8. - To contribute to the educational training of the country through the provision of literacy classes
- To give technical assistance and training to all personnel working in the field of literacy training
- To contribute to labour education and community development

9. - Conducted training programmes for supervisory, teaching personnel and educational leaders
- Organized operational seminars

10. Full-time: 48 Part-time: 6

11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors

11b. -

12. -

COUNTRY: GUATEMALA

1. Community Development

2. 2a Calle 1-00, Zona 10, Guatemala City, Guatemala

3. Juan Gabarrete Soberon

4. Governmental

5. 1964

6. National Organization for Extra-Curricular Education; Directorate of Adult Education and Literacy

7. -

8. - To organize 200 groups (20 persons each) only men
- To organize 200 groups (20 persons each) only women
- To work with 9,000 people
- To further adult education in the context of life-long education

9. - Devised educational methodology in adult education
- Offered literacy training
- Organized 400 centres of adult education
- Co-ordinated activities with other governmental institutions

10. Full-time: 350 Part-time: 5

11a. Pre-service and in-service: literacy trainers, literacy supervisors, literacy organizers, writers of materials for new literates

11b. Regular training courses

12. -

COUNTRY: GUATEMALA

1. Summer Institute of Linguistics in Central America

2. Apdo. 74, Guatemala

3. David F. Oltrogge, Director

4. Non-governmental

5. 1952

6. The General Directorate of Social, Educational and Rural Development (under the Ministry of Education); various religious groups in their literacy classes

7. Summer Institute of Linguistics, Inc.

8. - To work with minority groups to provide reading material in their own languages
- To study languages from a linguistic point of view
- To collaborate with other organizations, governmental or religious, on literacy programmes

9. - Associate from Institute of Linguistics formed link with General Directorate in order to evaluate programmes of bilingual supporters
- Exchanged impressions about development of programmes
- Printed literacy primers in various languages of the country
- Printed literacy primers in two languages using methods based upon experience
- Conducted workshops (20 days in duration) in order to study ways of developing literacy primers
- Associates have taught small classes in villages

10. Activities of the staff are divided between literacy, linguistics, translation and literature

11a. Pre-service and in-service: writers of instructional materials

11b. Regular training courses

12. -

* Received too late to include in statistical analyses

COUNTRY: MEXICO

1. Alfabetizacion Laubach Mexicana A.C.
2. Berlin 26-2, Mexico City, Mexico
3. Ava Ma G. de Reuteria
4. Non-governmental
5. 1963
6. -
7. Laubach Literacy Association
8. - To impart literacy teaching skills
9. - Provided assistance to groups with similar objectives
   - Visited Laubach programme
   - Wrote materials
   - Carried out evaluation
10. Full-time: 7 Part-time: 2 Volunteers: 400
11a. Pre-service and in-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of instructional materials, writers of material for new literates, evaluators and researchers
11b. Regular and occasional training courses
12. -

COUNTRY: MEXICO

1. Centro Regional de Educacion de Adultos y Alfabetizacion Funcional para America Latina (CREFAL)

2. Quinta Erendira, Patzcuaro, Michoacan, Mexico

3. Adalberto A. Velazquez S.

4. Intergovernmental/International

5. 1951

6. -

7. Unesco/UNEPA; Organization of American States; Government of Mexico

8. - To organize a programme of activities including research, study, documentation, animation to promote functional literacy in Latin America
- To train personnel for functional literacy work
- To disseminate information on functional literacy at the national and international level
- To elaborate, test and use educational materials for functional literacy programmes
- To collaborate with Unesco and other international organizations to combat illiteracy

9. - Conducted operational seminar in Paraguay (Sept. to Oct. 1975)
- Conducted a course on the design, methodologies and strategies of literacy programmes for adults (Mexico, Oct. to Dec. 1976)
- Organized course on the psycho-social method of adult education and education by correspondence in rural areas (Aug. to Sept. 1976)
- Organized literacy and development course to be held May to August 1977

10. Full-time: 15 Part-time: 56

11a. In-service: literacy teachers, literacy trainers, literacy supervisors, literacy organizers, writers of didactic materials, writers of follow-up materials

11b. Regular training courses

12. -

COUNTRY: MEXICO

1. General Directorate of Fundamental Education

2. Ecuador 82, 3er Piso, Mexico 1, D.F., Mexico

3. Wilfrido Sanchez Marquez

4. Governmental

5. 1971

6. -

7. -

8. - To conduct all adults toward literacy through the study of writing and reading
- To insure a process of continuing education through a trend towards self-instruction
- To incorporate a process of culture and economic development in the socially marginal population
- To contribute to the national law for the education of adults

9. - Began 775 centres of basic education for a population of 9,931 illiterate adults
- Established 901 centres of basic education serving a population of 20,773 students (1976-77)
- Provided training and orientation for staff of centres and other institutions

10. Full-time: 47 Part-time: 3,184

11a. Pre-service and in-service: literacy teachers, lit-supervisors, writers of literacy materials, writers of material for new literates, evaluators and researchers

11b. Regular training courses

12. -

COUNTRY: NICARAGUA

1. Alfalit en Nicaragua

2. Aptdo. 4364, Managua, Nicaragua

3. Carlos Rojas Morales

4. Non-governmental

5. 1962

6. -

7. Inglesios Unidas del Canada; CEPAD (Comite Evangelico Pro-Ayuda al Desarrollo); Alfalit Internacional;

8. - To provide various groups of the population from the North, the Central and the Pacific region with educational means for better training
- To conduct classes which trained 300 literacy teachers during 1977
- To offer literacy programmes to people
- To reach a total of 1,350 people - 700 children and 450 adults

9. - Trained workers from other institutions, both religious and non-religious
- Trained groups from specific communities and other heterogenous groups interested in teaching literacy
- Provided basic studies for self-educated students as follow-up to literacy

10. Full-time: 5 Part-time: 65

11a. Pre-service and in-service: literacy teachers

11b. Regular training courses

12. Training is provided for staff by CEPAD (Comite Evangelico Pro-Ayuda al Desarrollo), Del Puente Leon 1½ cuada al este, Managua, Nicaragua, Central America

COUNTRY: NICARAGUA

1. Oficina de Intermedia para America Latina (ODIPAL)
2. Apartado P-203, Las Piedrecitas, Managua, Nicaragua
3. Eric Snider, Technical Adviser
4. Non-governmental
5. 1977
6. -
7. Intermedia (USA)
8. - To assist organizations in the planning, implementation and evaluation of literacy and adult basic education programmes
   - To provide direct assistance in the preparation of materials and training of literacy personnel
9. Only began activities in 1977
10. Full-time: 1 Part-time: 1
11a. -
11b. -
12. -

COUNTRY: URUGUAY

1. National Council of Education, Council of Primary Education
2. Calle Bartolome Mitre, No. 1317 bis, Montevideo, Uruguay
3. Dr. Pedro Freire
4. Governmental
5. 1967
6. -
7. -
8. - To give the entire population of the country basic instruction in reading and writing
   - To combat illiteracy by increasing instructional services
9. - Improved the methods applied to illiteracy within the functional system
10. -
11a. In-service: literacy teachers
11b. -
12. -

V. SUPPLEMENTS

Contents

	Page
ARLO	203
ASFEC	204
IIALM	205
OEI	207

ARLO

1. Arab Literacy and Adult Education Organization (ARLO/ALECSO/League of Arab States)

2. c/o Talimkibar, P.O. Box 4009, Azamia, Baghdad, Iraq

3. Dr. Musari ArRawi, Director

4. Regional inter-governmental

5. 1966 (8th January: Arab Literacy Day)

6. Adult education and literacy departments, other similar organizations, councils and centres in the Arab countries

7. The Arab League Educational, Cultural and Scientific Organization (ALECSO), League of Arab States

8. - To offer consultancy services to adult literacy organizations and institutions of the Arab region
- To train adult education and literacy personnel
- To conduct survey and research studies on the social, economic and cultural factors that have relevance to adult education and literacy programmes
- To produce and evaluate teaching materials for new literates
- To provide documentation and publication services
- To conduct pilot projects for testing the comparative effectiveness of various innovations
- To organize conferences, seminars and workshops

9. Various activities

10. -

11a. -

11b. Regular and occasional training courses

12. Under an agreement with the IIALM, ARLO/ALECSO will translate and publish in Arabic the IIALM's series of training monographs. The first three titles appeared in 1977

ASFEC

1. Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC/Unesco)

2. Sirs ElLayyan, Menoufia, Egypt

3. Dr. AbdulFattah Galal, Acting Director

4. Regional inter-governmental

5. 1952

6. Adult education and literacy departments;other similar organizations, councils and centres in the Arab countries

7. The Arab States (particularly Egypt); Unesco

8. - To train adult education and literacy personnel
- To offer consultancy services to adult literacy organizations and institutions of the Arab region
- To organize conferences, seminars and workshops
- To provide documentation and publication services
- To produce and evaluate teaching materials for new literates
- To conduct surveys and research studies on social, economic and cultural factors that have relevance to adult education and literacy programmes
- To co-operate with pilot projects for testing the comparative effectiveness of various innovations

9. Various activities, particularly training programmes

10. -

11a. -

11b. Regular and occasional training courses

12. -

IIALM

1. International Institute for Adult Literacy Methods (IIALM)

2. 52 Zartosht Avenue, P.O. Box 1555, Tehran, Iran

3. Dr. John W. Ryan, Director

4. International, inter-governmental

5. 1968

6. All Member States and associate member states of Unesco

7. Unesco; Government of Iran; Government of Pakistan

8. - To provide documentation and library services, research, training and information exchange on literacy and functional literacy programmes, particularly on methods, techniques and media used in adult education
- To issue regular and occasional publications on adult education and literacy
- To co-operate with international, regional and national organizations, bureaux and institutions working in adult literacy

9. - Commissioned 12 titles in a series of training monographs and organized expert panels to discuss and revise manuscripts. Three of these titles have appeared in English
- Conducted research, meetings, workshops
- Published journals: Literacy Discussion, Literacy Work and Literacy Documentation
- Published occasional papers: monographs, sourcebooks, research and meeting reports, interpretative and subject bibliographies
- Participated in conferences, seminars and workshops conducted by other organizations

10. Regular (including 2 Unesco members): 13
Ad-hoc: 12

11a. -

11b. Provision of training materials, organization of training workshops, arranging meetings and professional visits

12. The Ibero-American Office for Education (OEI) has undertaken to translate and publish the IIALM series of training monographs "Literacy in Development". Three titles have appeared in Spanish.
Similarly, the Arab Literacy and Adult Education Organization (ARLO/ALECSO) has undertaken to translate and publish the IIALM series of training monographs "Literacy in Development". The first title appeared in Arabic in summer 1977.
Translations into other languages are encouraged by the IIALM. The preparation of the French edition has been arranged with the Regional Centre for Adult Education in Africa (CREAA).

OEI

1. Ibero-American Bureau of Education (Oficina de Educación Ibero-Americana (OEI)

2. Ciudad Universitaria, Madrid 3, Spain

3. Rodolfo Barón Castro

4. Inter-governmental

5. 1949

6. Ministries of Education of the Ibero-American countries, Organizations for educational, scientific and technological co-operation for the Ibero-American countries

7. Member states of the OEI; Unesco; Organization of American States (OEA)

8. - To organize information and documentation services about the development of education in the Ibero-American countries
- To orient , advise and, when appropriate, to help individuals and institutions interested in cultural and educational questions
- To propagate the principles and recommendations approved by the Ibero-American Education Congresses and to encourage the putting into practice of the same
- To foster the cultural and educational exchange of individuals, to advise on the contracting of teachers and experts in educational organizations and to spread information about the experiences in each of the Ibero-American countries in all the others
- To call and organize Congresses, Assemblies, Conferences, Seminars and other meetings of any sort on educational subjects, and take part in those to which it is invited
- To collaborate in the preparation of texts and teaching materials and in the formation of didactic criteria in harmony with the spirit and the reality of the Ibero-American peoples

- To co-operate with the Ministries of Education in the Ibero-American countries in the carrying out of their education plans and especially to collaborate in the improvement and co-ordination of their technical services
- To co-ordinate the action of Ibero-American countries in the International Organizations of an educational type, so that their co-operation shall be effective and useful both on the national, as well as on the international level
- To encourage the creation of organizations, associations, unions and other types of national, regional and international entities related to the different grades of education and different aspects of educational and teaching life in the Ibero-American countries, which could constitute independent or associated entities
- To accept the association of educational or teaching entities which already exist
- To create specialized centres, to found institutes, establishments and other entities and institutions for research, documentation, exchanges, information and divulgation in educational and teaching metters, and the decentralized services which the fulfilment of its aims or the carrying out of its programme of activities may require

9. - Conducted seminars, training courses in the headquarters or in Latin America
- Issued regular and occasional publications in Spanish
- Provided documentation services

10. -

11a. -

11b. Occasional training courses

12. Under an agreement with the IIALM, OEI will translate and publish in Spanish the IIALM's series of training monographs. The first three titles appeared in 1977.

INTERNATIONAL INSTITUTE FOR ADULT LITERACY METHODS
Established by Unesco and the Government of Iran

INSTITUT INTERNATIONAL POUR LES METHODES D'ALPHABETISATION DES ADULTES
Etabli par l'Unesco et le gouvernement de l'Iran

Please return to:
The Director,
I.I.A.L.M.,
P.O. Box 1555,
Tehran, Iran.

QUESTIONNAIRE TO LITERACY ORGANIZATIONS

1. Name of organization : _____

2. Address : _____

3. Head of organization : Name _____
Title _____

4. Year of establishment : _____

5. Type of organization : ☐ Governmental
☐ Non-governmental

6. Does your organization sponsor (i.e., support materially or financially) literacy work carried out by any other organizations?

Yes _____ No _____

If yes, please name the organization(s) sponsored.

a) _____
b) _____
c) _____
d) _____
e) _____
f) _____

7. Does your organization receive sponsorship (i.e., substantial financial or material support) from any international, national or regional organization(s)?

Yes _____ No _____

If yes, please name them.

8. Number of staff : Full time _____ Part time _____

9. What are the aims and objectives of your organization in relationship to literacy?

10. Could you please summarize the literacy activities of your organization since 1 January 1975?

11. Do you organize training courses for staff members of your organization who are engaged in the literacy activities mentioned above?

Yes _____ No _____

12. If yes, for whom are these courses intended and are they pre-service, in-service or both?

	(Check if applicable) Pre-service	In-service
Literacy teachers	_____	_____
Literacy trainers	_____	_____
Literacy supervisors	_____	_____
Literacy organizers	_____	_____
Writers of instructional materials	_____	_____
Writers of materials for new literates	_____	_____
Evaluators and researchers	_____	_____
Others _____ (Please Specify) _____	_____	_____

13. If no, but training is provided by another organization, please name that organization and give its address:

_____

_____

_____

_____

14. Are participants from organizations other than your own permitted to attend the above mentioned training courses?

☐ Yes, as part of our programme we provide training for participants from other organizations.

☐ Yes, special provision is occasionally made for the training of staff members of other organizations.

☐ No, training is limited to members of our own organization.

15. One purpose of this questionnaire is to gather information on literacy organizations involved in training activities and to encourage communication between such organizations. Do you wish to provide additional information on your training programmes for inclusion in the Directory? (The IIALM reserves the right to edit and abridge).